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ABSTRACT

This handbook provides information on establishing and running learning centers in an elementary school classroom. A learning center is a station containing instruction and materials for one particular project. Every center should include multimedia and manipulative materials that support the topic or skill that is being focused upon. Students use a learning center for self-selected activities, while teachers find it useful as an area for followup lessons or small group instruction. Diagrams are presented showing possible physical arrangements for one or more learning centers in a classroom. Practical suggestions are given for using materials to enhance these areas along with strategies for organizing and managing the centers. Learning center activities are outlined, and the purpose and materials for each activity are described. A bibliography lists available commercial materials that contain activities and ideas for the development of learning centers. (JD)

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ED205484

SCOOPS of Ideas

Activities & Ideas For Individualizing Instruction K-6

1981

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Foreword

The learning center resource materials, Scoops of Ideas, was developed to aid teachers in the implementation of effective use of learning centers. Recognizing that students are unique individuals with differing strengths, needs, and interests, we as professional educators can further personalize the learning process by utilizing the methods and techniques provided in this guide. We expect that teachers utilizing learning centers will be inspired to expand upon this guide and develop their own center activities and ideas for individualization of instruction.

The staff of the Oklahoma State Department of Education is eager to help you achieve success for your students.

Sincerely,

Leslie Fisher
State Superintendent

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FOCUS ON INDIVIDUAL STUDENT, NOT JUST ON THE INSTRUCTION

To reach students, know them individually. Successful educators focus on the individual, not just on the instruction. They recognize students as genuine individuals with differing interests, strengths, needs, and problems which can be drawn upon and used as guideposts to motivation for learning.

Shirley Neill, a free-lance writer in Sacramento, California, cited Mona Rudolph, a program designer, in an article titled "Self Starting School" published in "American Education" in 1975. In this article Neill made the following observations on student motivation:

1. When an individual is motivated to do something of his or her own choosing, learning is more effective.

2. Students' interests tend to be natural and can be used by teachers as sources of ideas for making teaching more interesting and stimulating to the student.

3. Successful teachers really practice the belief that the learner, rather than the curriculum, should be the center of learning.

Despite the presence of curricular constraints, attention to these observations can make teaching more interesting and challenging, but at the same time raises another very important question. What are the consequences of having the student help determine what they learn?

David Myrow, an education researcher, suggested in an article titled "Learner Choice and Task Engagement" published in the "Journal of Experimental Education" in Spring, 1979, that opportunities for self-determination in learning situations can enhance the student's personal development. To some extent, educational research in the past has focused on the student's role in making choices. Several task-related studies demonstrated that when students directed the order of presentation of information from a data bank they exhibited a richer and more personal recall of the information. Increased task involvement enhanced long-term retention and heightened the physiological arousal (motivation) during the acquisition of information.

Myrow also found that giving students relative freedom to choose the subjects of study did not affect retention

of the instructional material. However, the freedom to choose the topic did have a strong effect on the student's attitude toward instruction. Students enjoyed working on materials that were assigned. When free to select materials, the students were more willing to continue work in the area. Notably, students spent somewhat more time working on the reading they chose.

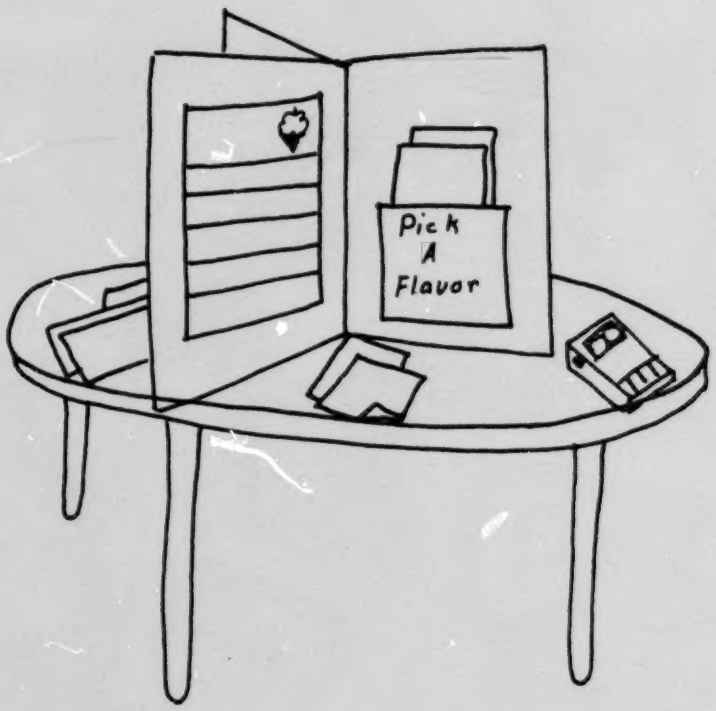
Classroom teachers who are interested in overcoming and getting over student apathy can use these research findings to assist them in increasing student interest and motivation for learning. First, teachers should know their students as individuals in order to match their assignments to the students' interests. Second, the teachers should provide the students with opportunities and choices designed to facilitate meaningful student involvement in the planning and accomplishment of their learning tasks.

reprint of article by Marvin Williamson, in Oklahoma Educator

WHAT IS A LEARNING CENTER?

WHAT IS A LEARNING CENTER?

Learning centers are an instructional tool that can be used to teach any idea at any level. It is a collection of materials arranged around stations where students can interact with the materials. At each station the student will find instruction and materials for one particular project. All of the activities at a particular learning center are designed to reinforce a single educational objective (the "purpose" of the center). Learning centers provide for expansion on and enrichment of concepts and skills that have been introduced by teachers.



Learning center activities provide an opportunity for students to assume responsibility and to experience success; thereby stressing the acquisition of knowledge as it becomes an integral and functional part of the student's life space. The learning center is one integrated approach to individualized learning which needs to be geared to the abilities, interests and needs of the students within the classroom. Learning centers cannot replace a teacher, nor can they be the prime source of instruction in the classroom. But the use of learning centers is an instructional technique for moving students from teacher-centered learning experiences toward student-oriented learning activities. Learning centers should contain a variety of activities for students in that the activities and materials should range from simple to difficult and concrete to abstract.

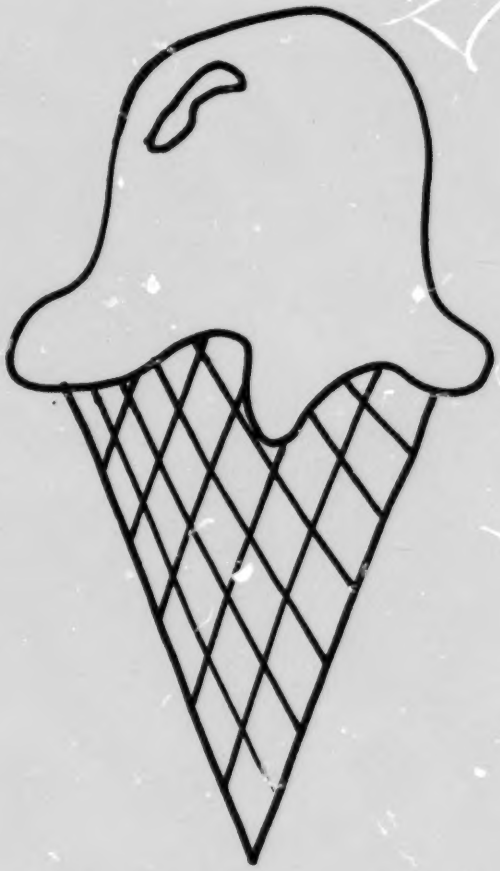
CENTER FUNCTIONS

BASIC SKILLS:

Certain students require intensive skill experiences. These needs may be met in an operational or basic skills center.

Activities in this type of center would reinforce skills for smaller groups of students who have the same basic needs, such as practice in math facts, language arts skills, or science and social studies concepts.

This center may be adapted to different learning levels by varying the degree of difficulty or requirements for each student using the center.



ASSESSMENT CENTER:

The purpose of an assessment center is to help the teacher identify and report progress of skills possessed, concepts mastered, and the ability to think critically and make generalizations.

For example has the student learned multiplication facts, vowel sounds or map skills? This will determine the direction which the teacher and student will take.

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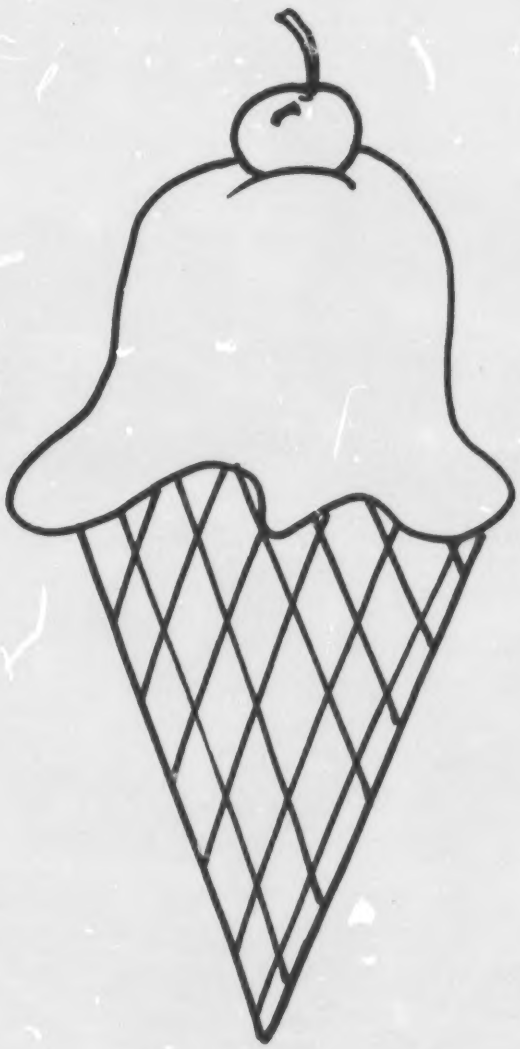
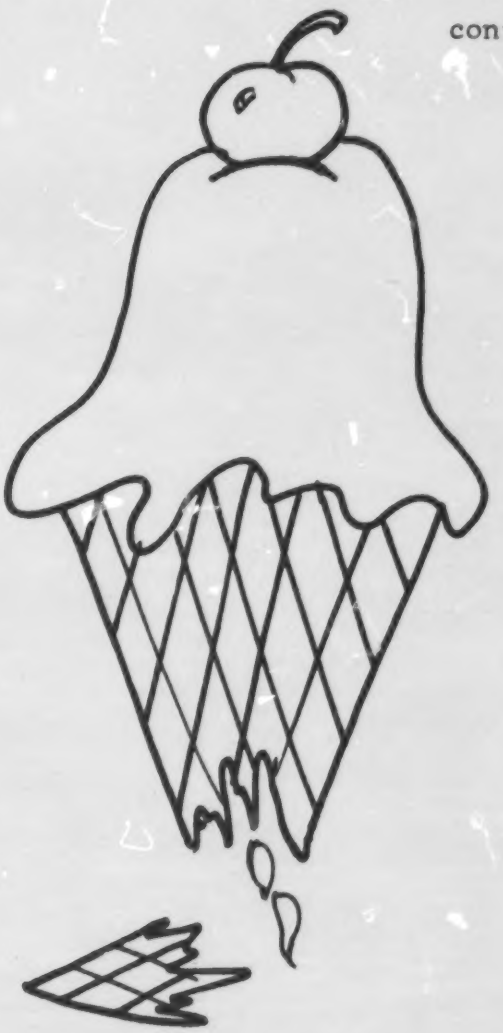
TEACHER DIRECTED:

In the teacher-directed center, the teacher is available to provide supervision of the use of potentially harmful equipment and materials. Some center examples are cooking (ice cream, popcorn, and cookies), carving (pumpkins, potatoes, and soap), and science (electric outlets and mixing chemicals).



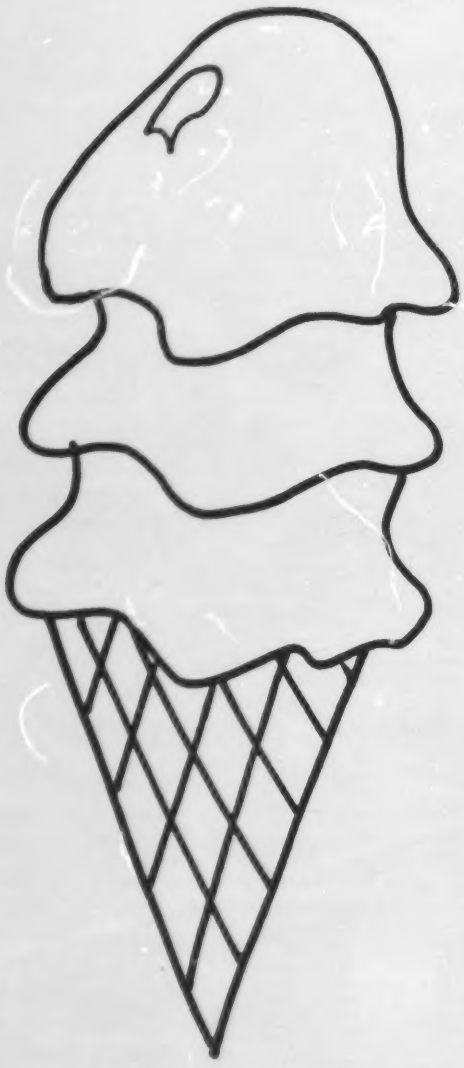
CURIOSITY CENTER:

Curiosity centers are effective tools for determining and identifying the interests of the students, then developing a series of activities which stimulate their interests. A group of students may be intrigued by space, computerized math games or prehistoric life. The availability and access to this type of center could encourage further research and continued learning by students.



STUDENT-DESIGNED CENTER:

The student-designed center usually evolves from a student's independent study project or a group activity. It is a way to share with his/her peers the information or ideas gained from a project. For example, an independent study project on frogs could become a science center for the entire class. The student would work with the teacher in designing the center and its activities.



COMMERCIAL CENTER:

Commercial centers involve the use of nonteacher-made materials. Many kits are readily available and can be incorporated into the center. These materials are available in the media center or from educational vendors and free-material resources.

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CENTER SCOOPS:

A BASIC RECIPE DIP BY DIP

1. Select a subject/topic area.
2. Determine level of skill or concept to be taught and reinforced.
3. Develop the skill into a learning activity: manipulating, experimenting, listening or observing.
4. Apply the skill in learning center activities.
5. Incorporate the skill into an extended activity - comparing, researching, reconstructing.
6. Place all the activities, games, charts, books in one area of the center so students can use them in a self-selected manner.
7. CREATE (with the students) the CENTER ENVIRONMENT.
8. Plan the physical organization of the center.
9. Reminder: Utilize time wisely. SCHEDULE!

CENTER SCOOPS:

A BASIC RECIPE

A. Every center should include:

1. Multimedia materials to support the topic or skill.

2. Manipulative materials.

B. Learning centers need the reinforcement of:

1. A teacher's introduction to what it contains and how to use it.

2. An organizational pattern in the classroom which tells the students when to use it.

C. The student uses the Learning Center as:

1. A self-selected activity

2. A follow-up to a teacher's lesson.

3. An activity in place of a regular assignment.

4. An enrichment activity.

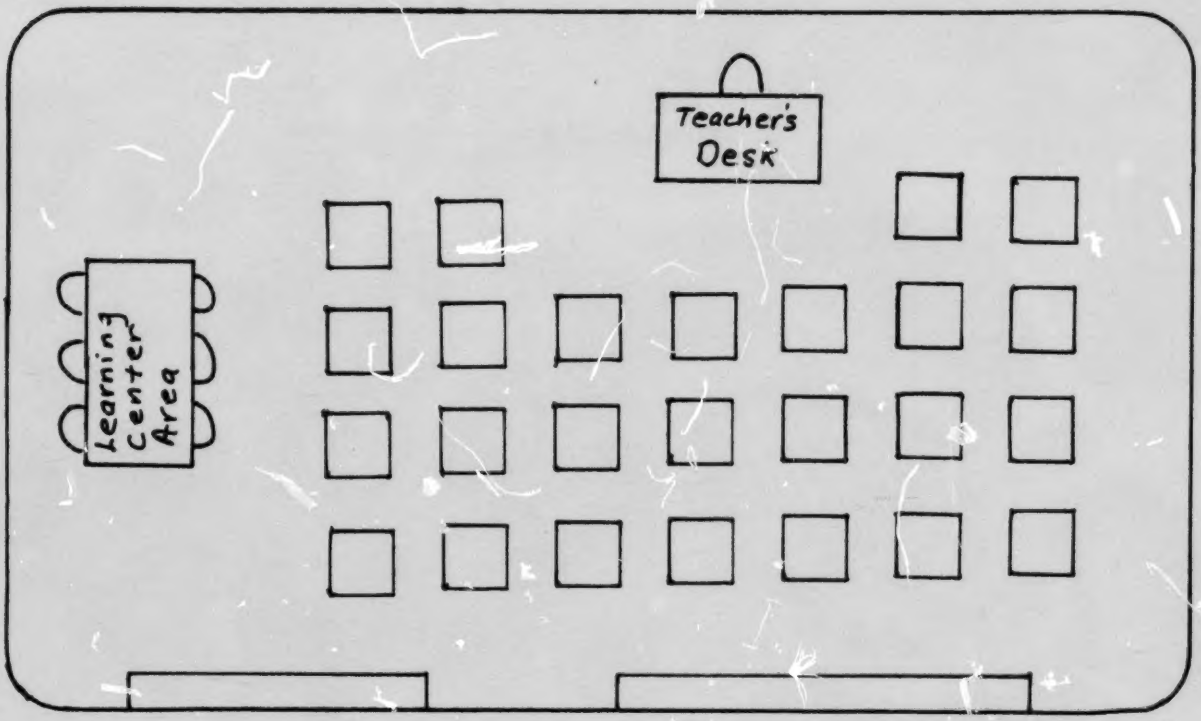
D. The teacher uses the Learning Center as:

1. Follow up for a lesson taught.

2. A small group instruction area.

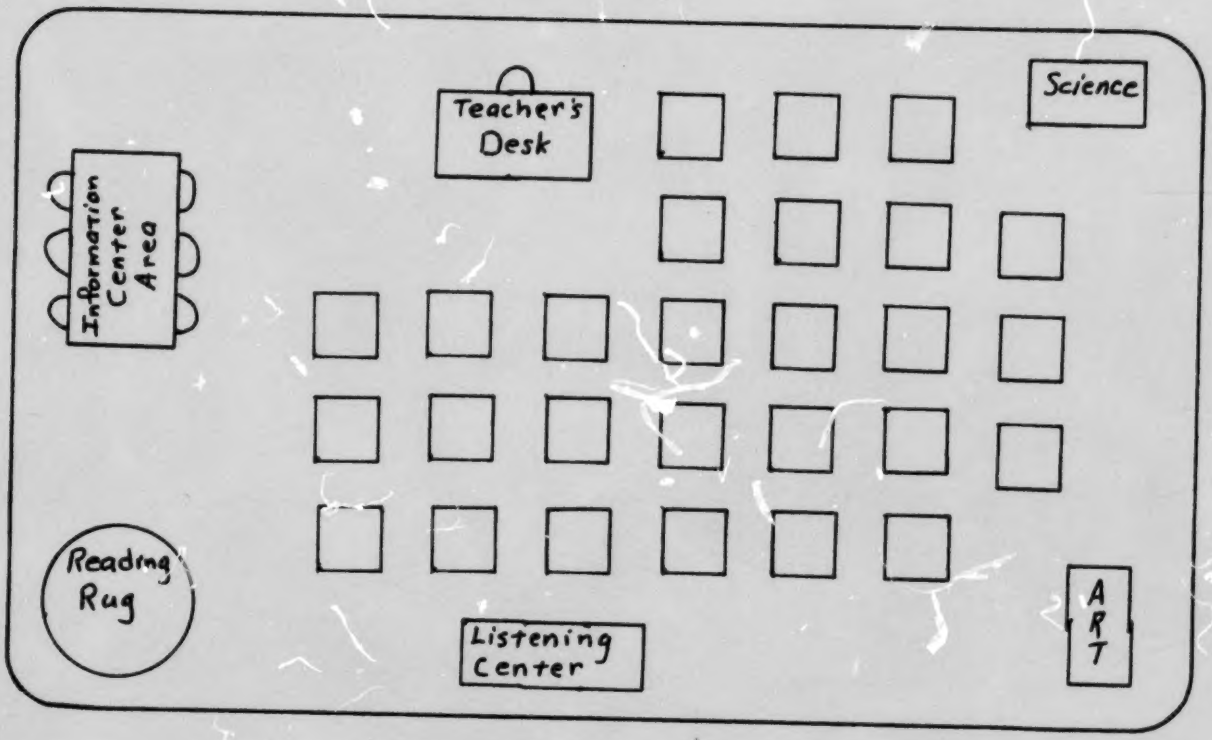
3. An individualized activity.

PHASE I



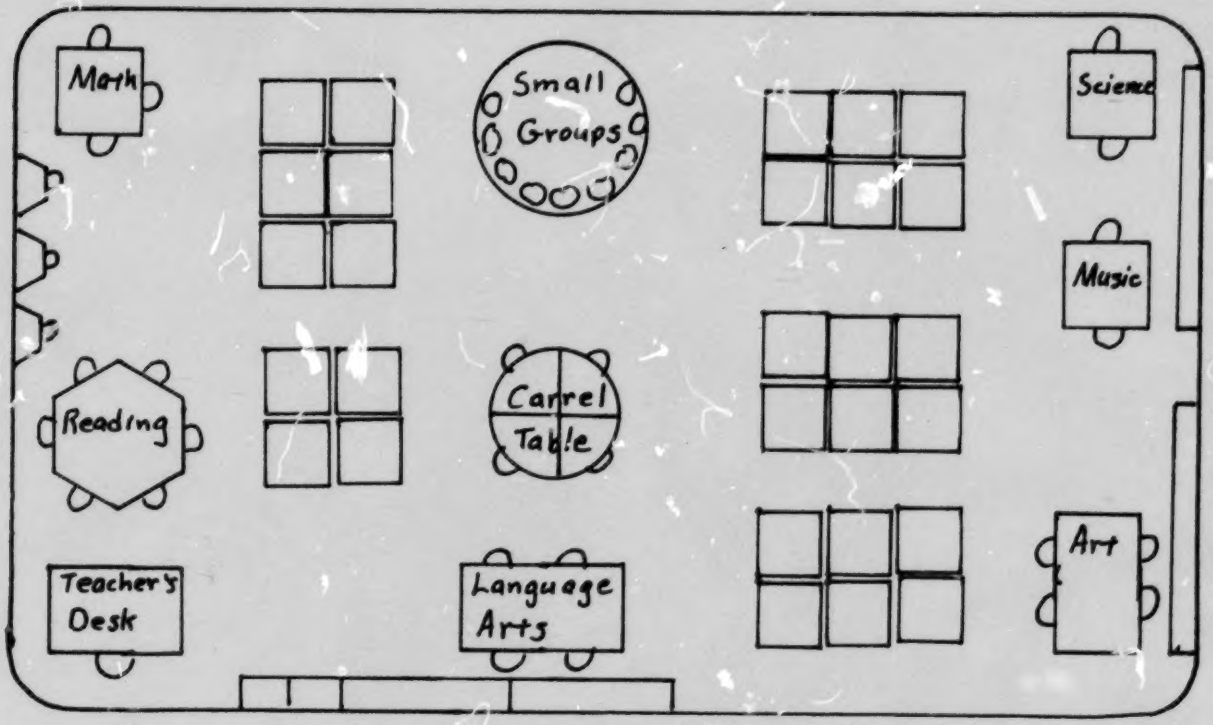
The classroom of a teacher just getting started with Information Centers.

PHASE II



The classroom of a teacher who has expanded her Learning Centers to other parts of the room.

PHASE III

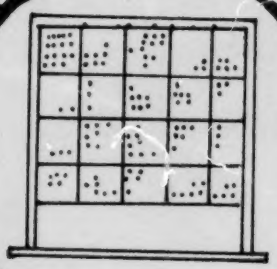


The classroom of a teacher who uses Learning Centers a large part of the day.

ASSORTMENT OF CENTERS

CLOSET DOOR

The door can easily become a bulletin board, or a screen for viewing a filmstrip. Place a learning center inside the closet. Place tables or chairs next to the closet and increase its usability.



EGG CARTON

Cartons can be used to hold learning center components as well as can be made into a soundproof room divider. These dividers can be made by joining the cartons with brads, tape, staples or yarn, and placing inside a 2" x 4" wood frame.

BEAN BAG CHAIRS

Place 1-3 chairs in a corner with bookcase or a basket of books. Include learning center activities and lap desks.

Learning center used by: Jim Hinckley
Tuttle Lower Elementary
Tuttle, Oklahoma

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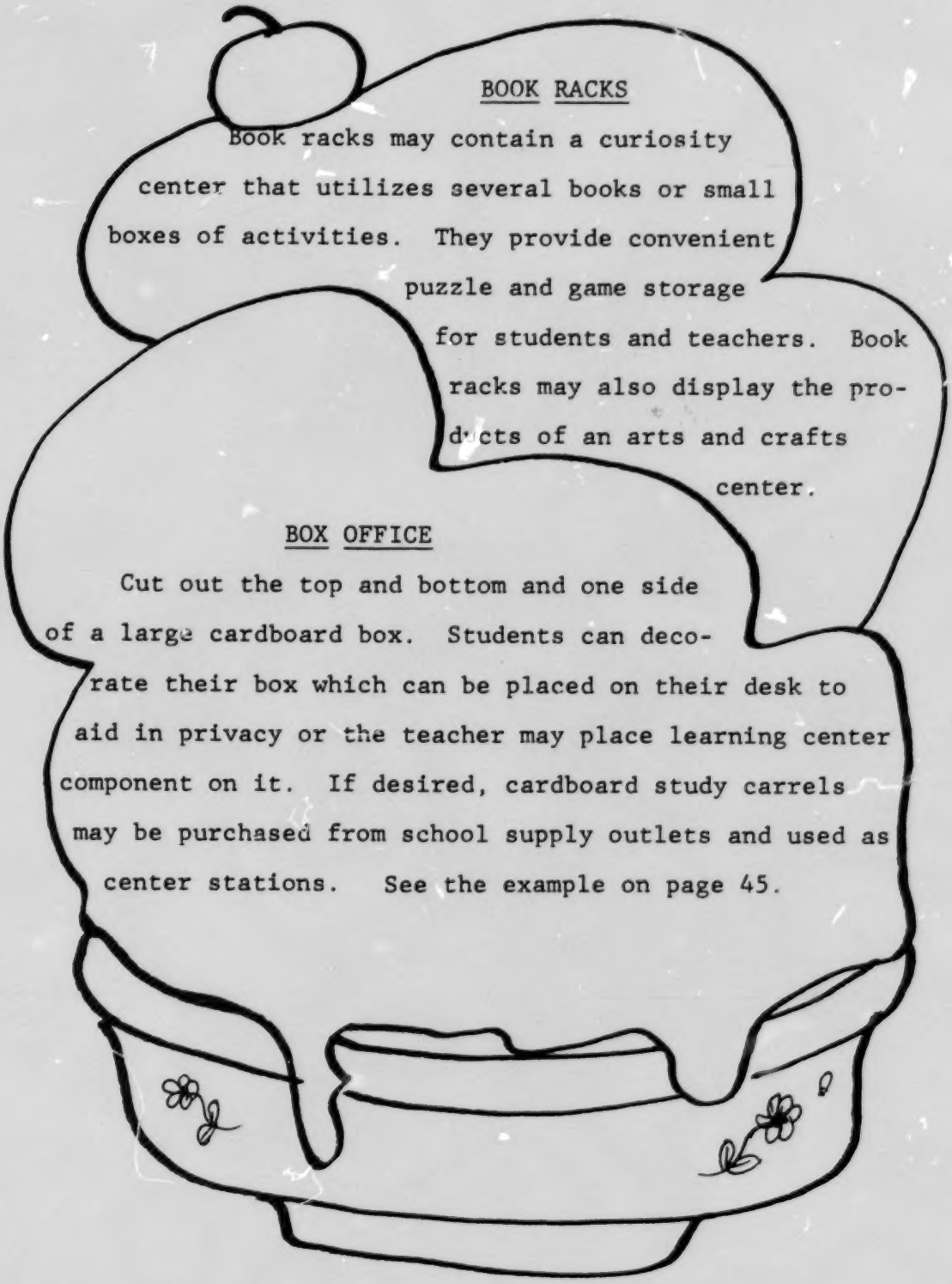


BOOK RACKS

Book racks may contain a curiosity center that utilizes several books or small boxes of activities. They provide convenient puzzle and game storage for students and teachers. Book racks may also display the products of an arts and crafts center.

BOX OFFICE

Cut out the top and bottom and one side of a large cardboard box. Students can decorate their box which can be placed on their desk to aid in privacy or the teacher may place learning center component on it. If desired, cardboard study carrels may be purchased from school supply outlets and used as center stations. See the example on page 45.

UNDER TABLES

Under-the-table space may become the center station (caves, igloos, and space capsules) for a wide variety of subjects.

SIDES OF CABINETS

Attach bulletin board as a station base or use stickup clothespin-type attachments to hold cloth with pockets station.

GLOBES

Place social studies and science activities in folders or box and watch the world go 'round. Seasons, longitude, latitude, political boundaries and distance relationships are some ideas for a globe center study.

LOFTS

A loft may become a tree house, a fort, a jungle hut on stilts, or a castle tower and can be used as a center station. The materials and activities would be placed in the appropriate loft setting.

EASELS

Set up easels to display art work of students or attach components of a learning center.

CORRUGATED BOOTH

Corrugated paper can be used to define quiet areas for students to work in or to define learning center area.

Learning center used by: Marsha Spencer
Tuttle Lower Elementary
Tuttle, Oklahoma

ROCKING CHAIRS

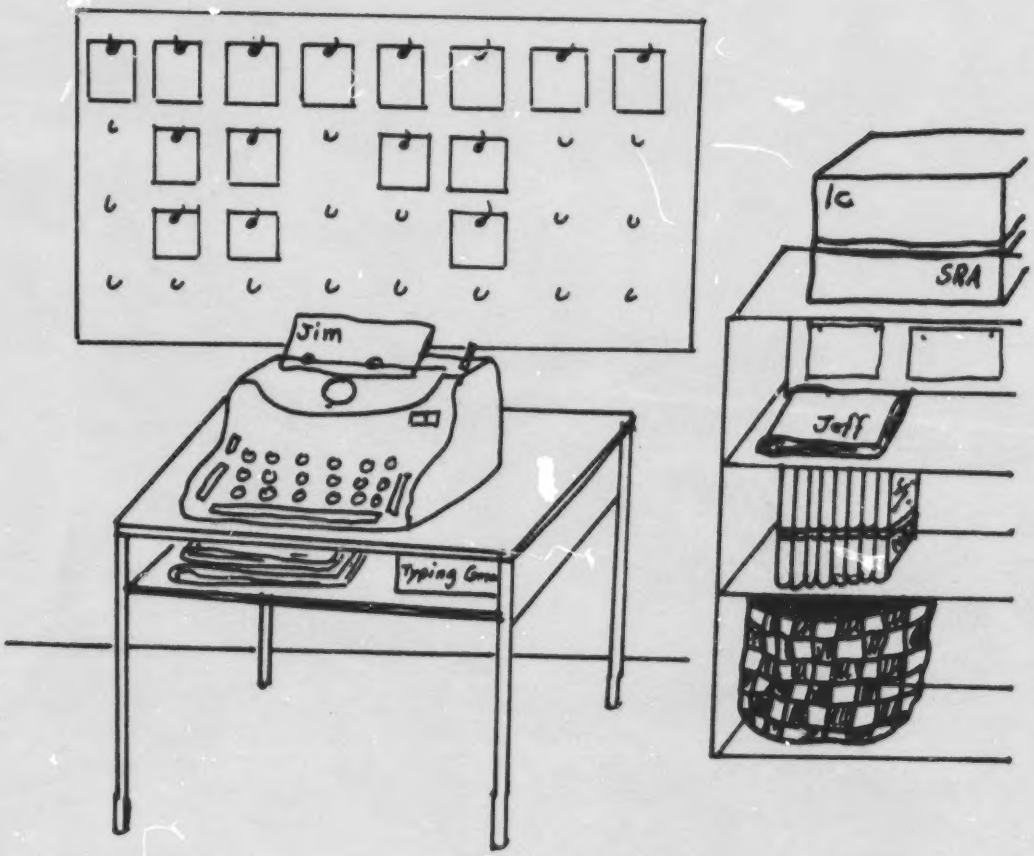
Tie pockets to the arms and place a lapboard in the chair for use by the student. Rock and learn!

BOOKCASES

Models, realia, blocks, etc. need space to be utilized in a classroom and bookcases are perfect.

BATHTUBS

Paint, pad the inside or dump in several pillows, add center activities and watch learning "soak in".



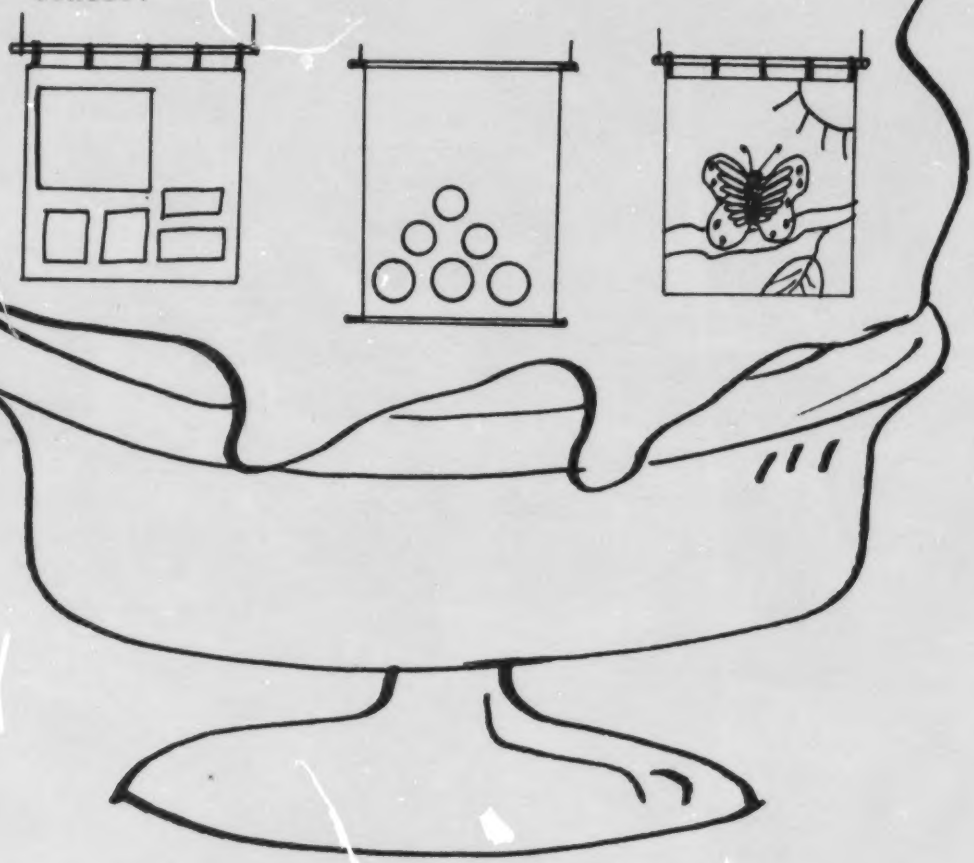
TYPING CENTER

Place a typewriter in a center station and create a center with unique possibilities for the special education student who has difficulty writing his/her ideas on paper and the gifted/talented student looking for new horizons.

Learning center used by: Vickie Frenzel
Tuttle Lower Elementary
Tuttle, Oklahoma

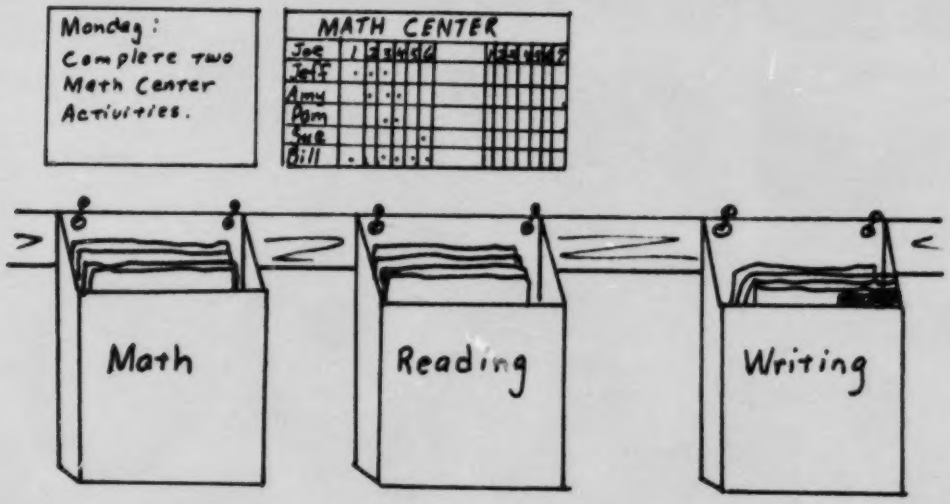
CLOTH DIVIDER

Glue pieces of doweling to each end of the cloth divider or slip the dowel rod into loops stitched across the end, and then hang from the ceiling. The cloth divider can be used as a display area. Posters and/or pictures can be attached and changed easily as needed. Pockets to hold center materials and answer sheets may be sewn to the cloth. Also it may be used to help form a quiet work area for a learning center.



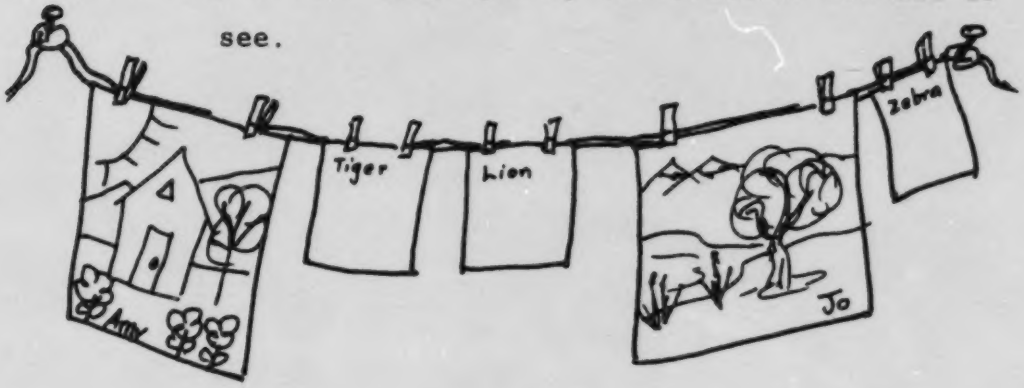
ON THE WALL

Attach paper-size boxes to the wall and add worksheets, pictures, and other lightweight items. This is particularly good for an area with limited floor space and furniture.



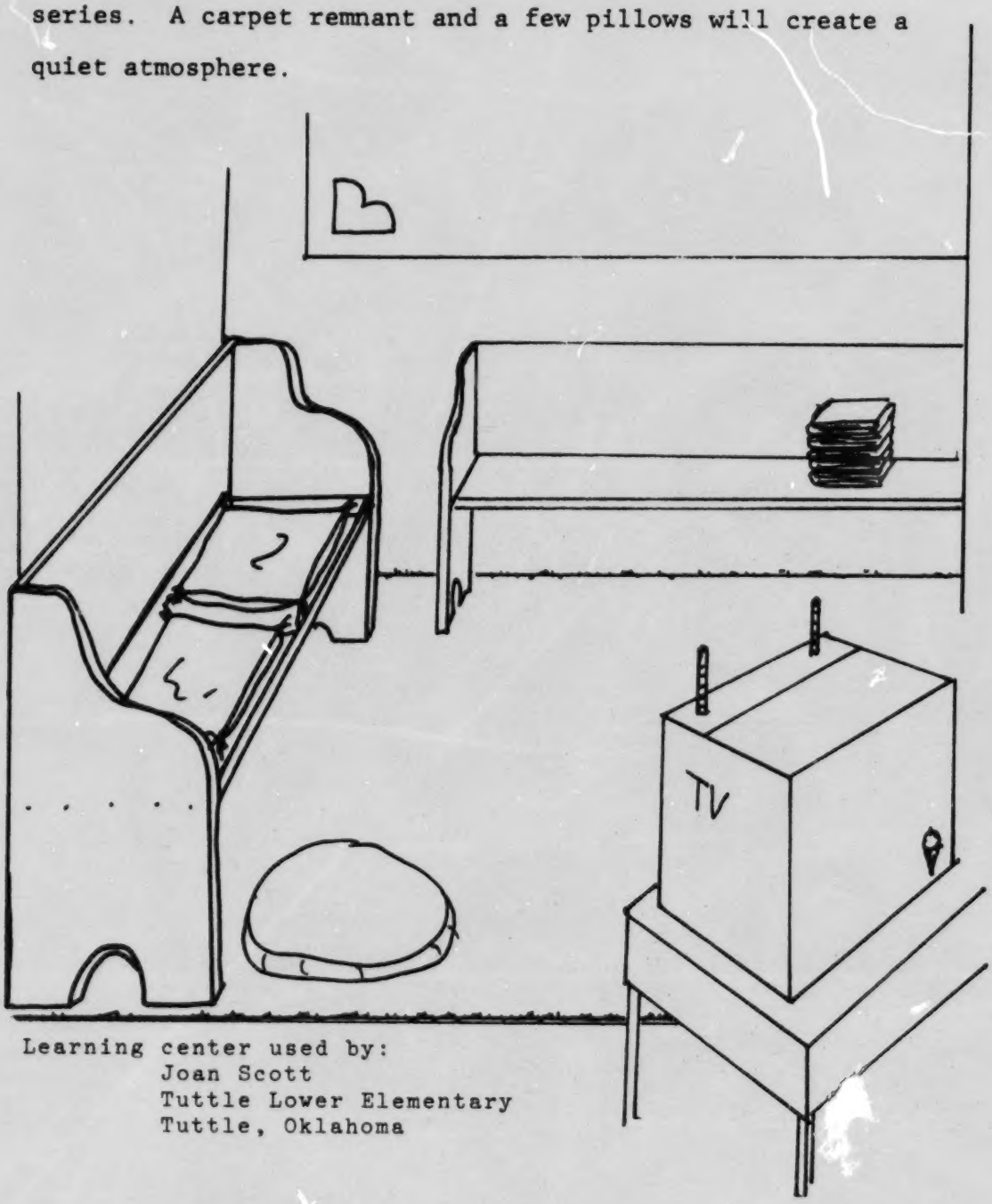
CLOTHESLINE

Tie a small rope or length of yarn to nails, stickups, or handles. This can become a center by pinning task cards, pictures, or baggies of activities to the line. Finished products may also be displayed by the students for all to see.



BENCHES

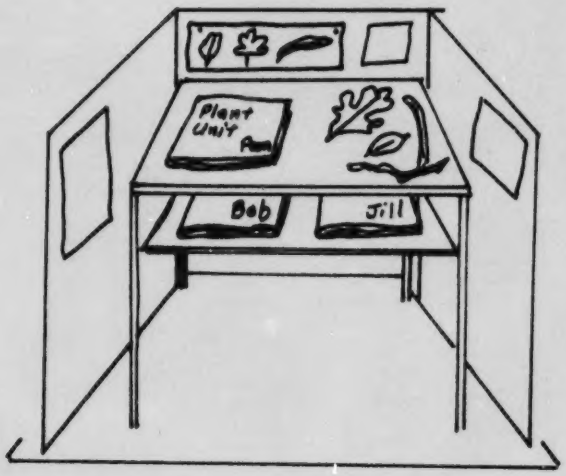
Place benches in a corner and add learning center kits or a "TV" so the students may "write and show" their own series. A carpet remnant and a few pillows will create a quiet atmosphere.

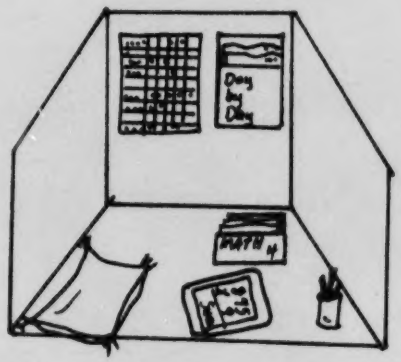


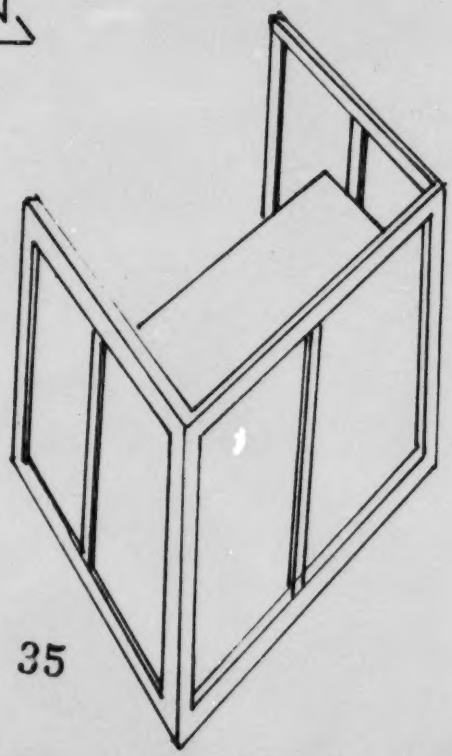
Learning center used by:
Joan Scott
Tuttle Lower Elementary
Tuttle, Oklahoma

ROOM DIVIDER

Flannel boards or ready-made office dividers are good to section office-working areas in the classroom. They also work well for displaying the work of teachers and students. They are easily constructed by a teacher. The one illustrated was constructed from 2" x 2" wood pieces and wall paneling. The sections are 36" x 42".





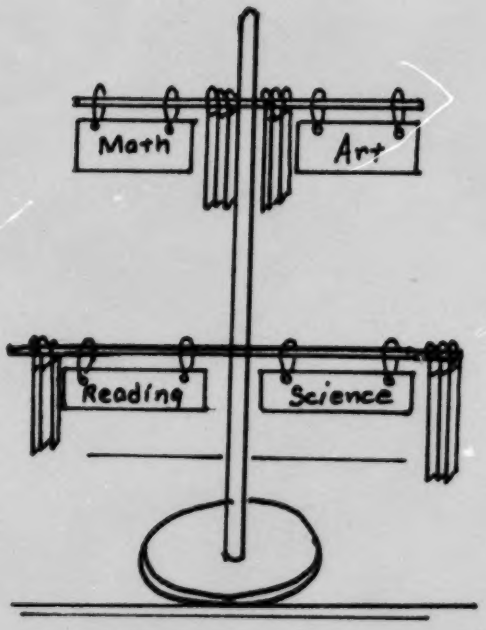


Learning center used by:
June Reynolds
Tuttle Lower Elementary
Tuttle, Oklahoma

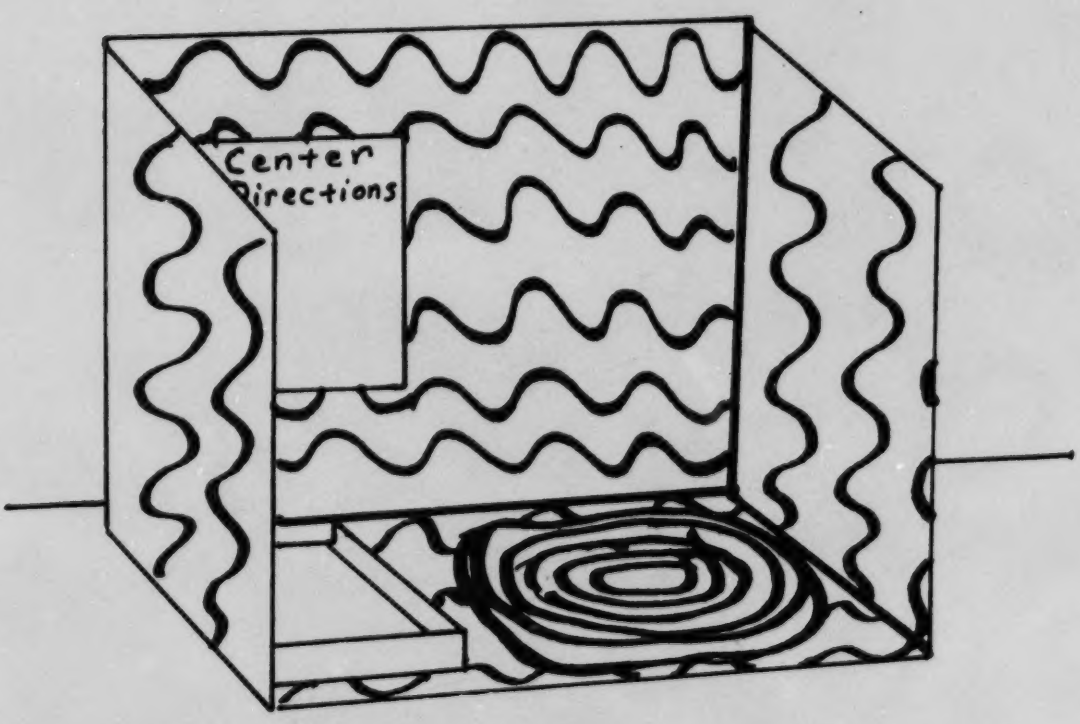
BOX OFFICE

Cover a box or defaced study carrel with wallpaper or contact paper, and place against a wall. Add skills worksheets. Suggestions: Use comic wallpaper and skills sheets featuring favorite Super-Hero characters.

Use a Schedule Tree with center name cards and student cards attached to rings for quick-change.

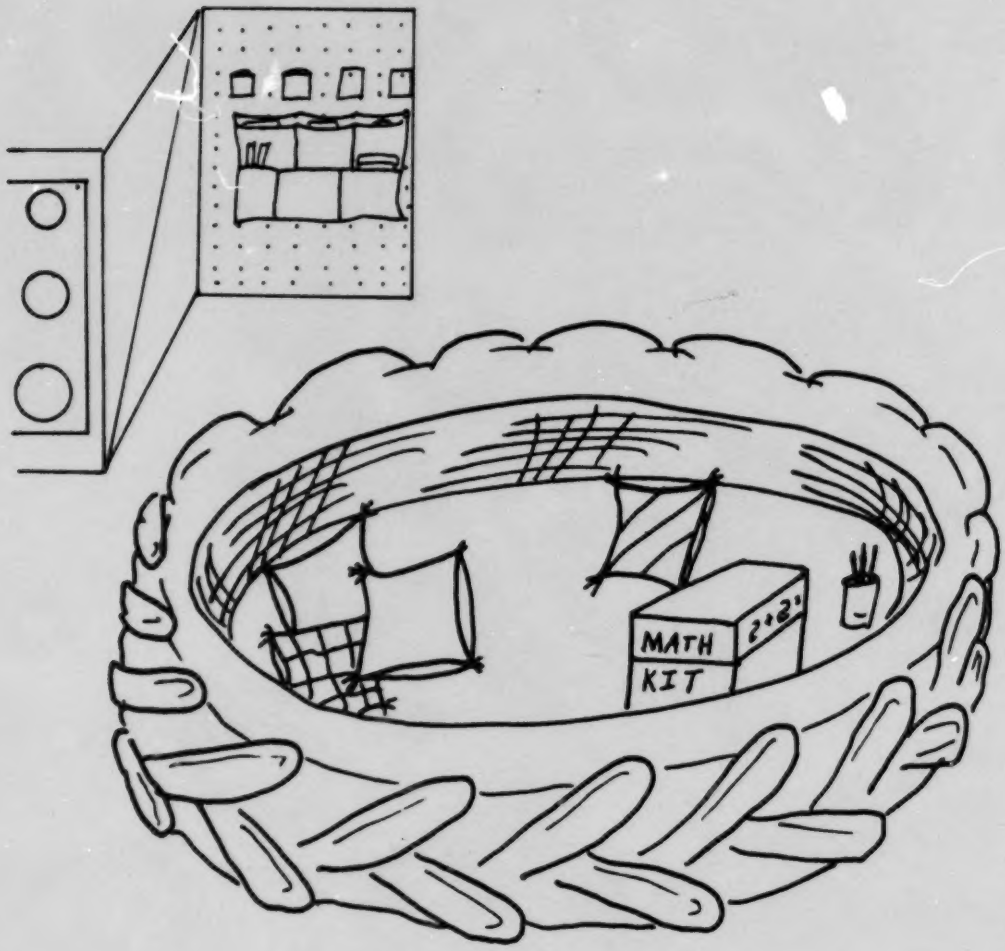


Learning center used by: Karen Johnston
Tuttle Lower Elementary
Tuttle, Oklahoma



TRACTOR TIRE

Paint, how about RED, add pillows and learning center project materials. Inside of the tire provides center-supply storage. Small groups (2-3) are easily accommodated in this learning station. Give the instructions and watch the students wheel into learning!



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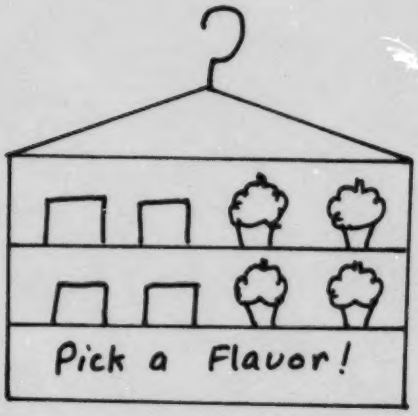


POCKET CHART

Construct from brown paper and a hanger or buy one. They are excellent for organizing task cards and other small items. Make two and use one for center scheduling purposes.

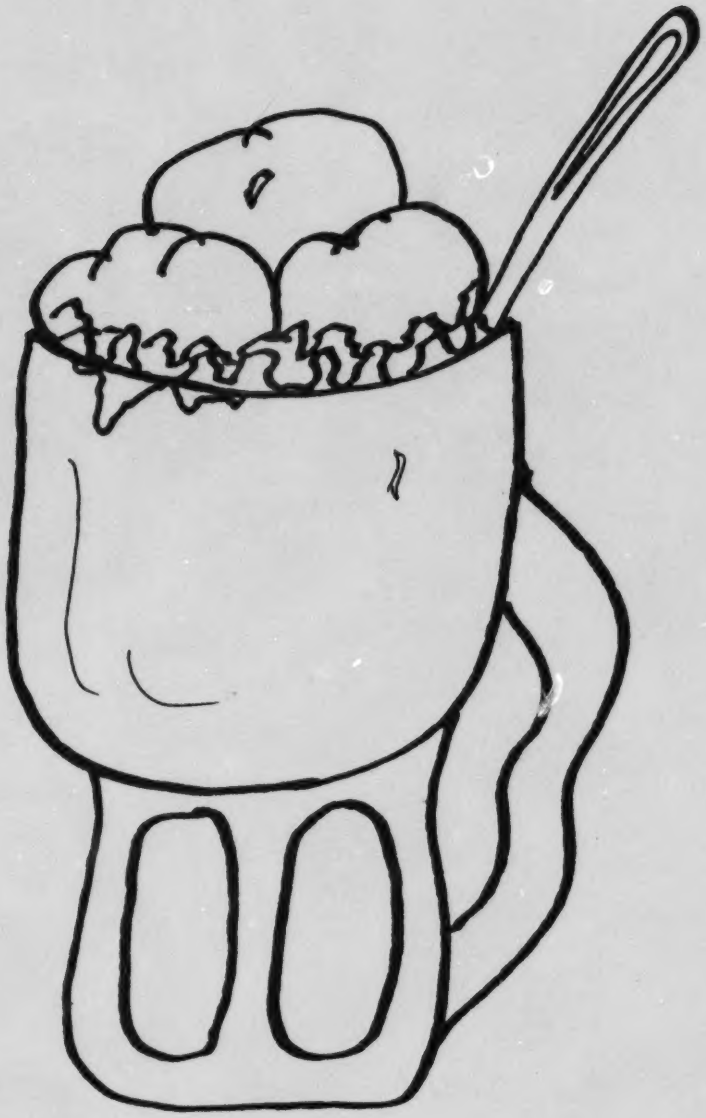
PEGBOARD

Use the hooks to hold zip-lock bags of center activities or individual assignments on cards. It is very inexpensive and may be placed on a table or in the chalkboard tray.

SHOE BAG

The pockets of a shoe bag will hold many center activities or may be used as a center-materials supply location for pencils, scissors, small rulers, glue bottles, etc. Attach to the side of a bookcase divider or other handy location.

ORGANIZING AND MANAGEMENT OF CENTERS



ORGANIZING AND MANAGEMENT OF CENTERS

It is important to develop strategies for the organizing and managing of centers. Use those techniques which work best for you. How are centers to be used? What are the functions of centers? Where are centers located? When will they be used? Will students be assigned to centers or may they choose for themselves those centers which appeal to them?

Learning centers are created to meet specific curriculum objectives after careful pupil evaluation. Any type of center can utilize an approach most applicable to student needs, desired outcomes or interest.

A teacher may decide students need more than one activity in the learning center in order to accomplish or fulfill purposes established. This can be accomplished through use of long-term, short-term, compulsory, or noncompulsory activities. A center will be more successful if students using the center can work together and are at approximately the same developmental level.

Centers may be used as a basis for organizing only certain specific aspects of the curriculum such as reading, math, science, etc. Interest may be stimulated provided students are involved in the planning of their activities. When teachers and students participate in the planning of center schedules and activities, they tend to work more effectively with each other.

Every part of the room has the potential of becoming an area that can be developed into a learning center. Possibilities are endless; they can be started in any location, of any size, and practically any design. A creative educational environment should be established that will enhance and stimulate enthusiasm of the learning process of each student. They need a place to talk, a place to be alone, a place to interact and work with friends, a place to work quietly, a place to be motivated, and a place to sit and think. Teachers need to use their imagination in organizing and planning an individualized instructional program which will challenge the student and accelerate the achievement of individual potential.

Although lack of space may be a concern to many, it should not prevent the creative teacher from utilizing centers. With a little imagination and ingenuity even the smallest of spaces can function with learning centers.

SCHEDULE EXAMPLES

READING 9:00 - 10:00	Group Tearsheets Comprehension	Teacher Skill Direction Comprehension	Center Activities
Bananas below grade level	9:25- 9:50	9:00- 9:25	9:50-10:00
Peaches above grade level	9:40-10:00	9:25- 9:40	9:00- 9:25
Strawberries grade level	9:00- 9:25	9:40-10:00	9:25- 9:40

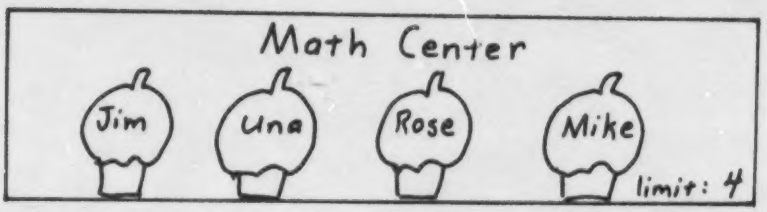
MATH 10:00 - 11:00			
Sundaes below grade level	10:25-10:50	10:00-10:25	10:50-11:00
Parfaits above grade level	10:45-11:00	10:25-10:45	10:00-10:25
Floats grade level	10:00-10:25	10:45-11:00	10:25-10:45

When Centers Are Used:

Learning centers can be effective any time. They support the learning processes. When a student is provided experiences that allow him/her to make choices, individual learning, creativity, and self-realization are fostered.

Learning center timing is flexible. It may be used as a part of the total curriculum or as a basis for organizing units of study. (See Schedule Examples.)

In using centers as a part of the total learning program, an appropriate time for usage might be upon completion of teacher-directed assignments. Care must be taken in scheduling the student having difficulty, to allow him/her adequate time to utilize the center. During the class period teachers can organize learning center activities on a rotating basis giving each student an opportunity to use the centers. (See Scheduling Techniques.)

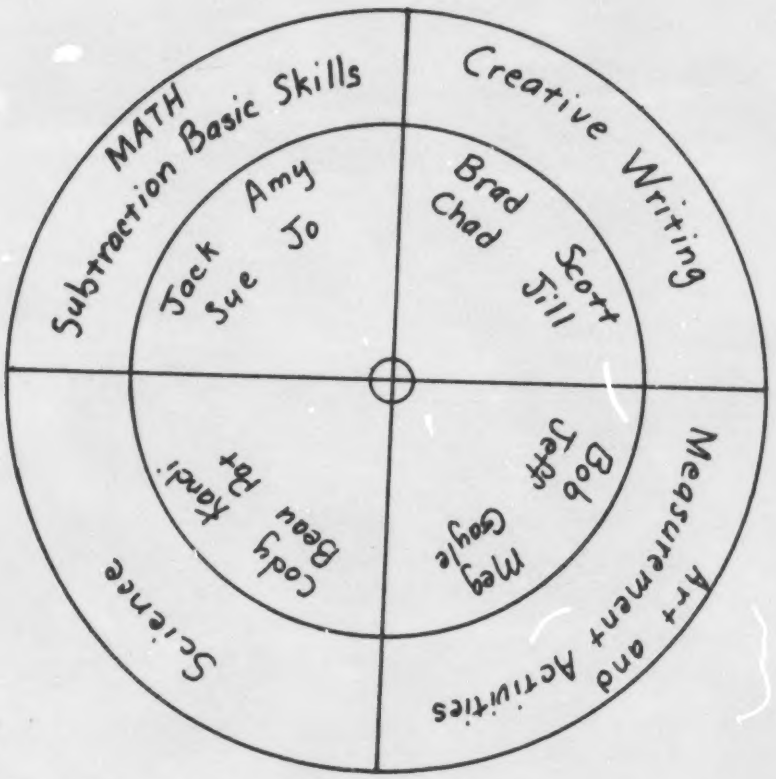


A Place to Begin

SCHEDULING TECHNIQUES

Rotational Scheduling System-Wheel

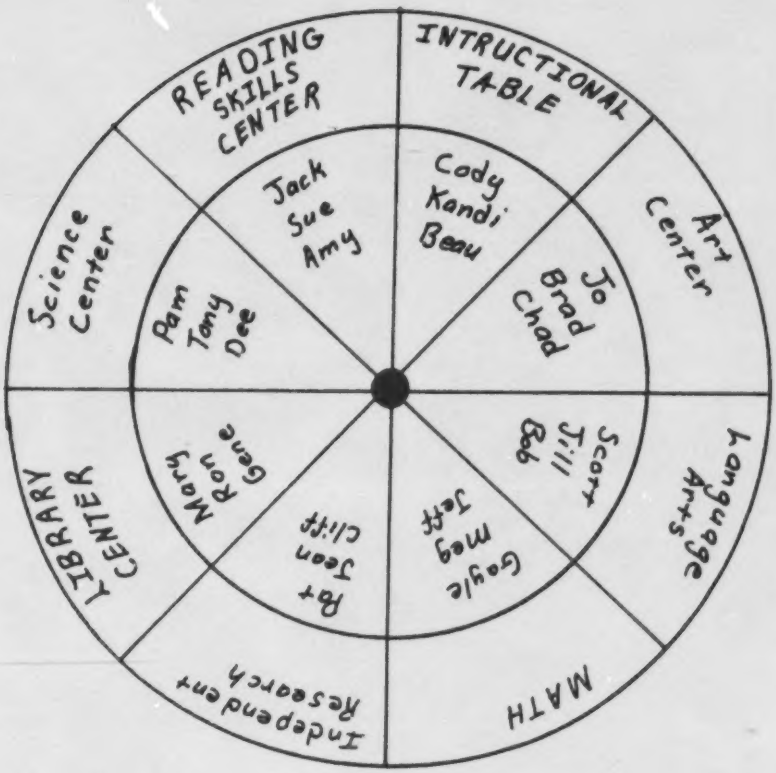
The Math Center names are changed during the day to allow everyone the opportunity to work. Below is a four-center schedule method. Rotate the inner-name circle to shift areas. (The inner-circle may list student's names, group number or name.)



SCHEDULING TECHNIQUES

Rotational Scheduling System-Wheel

The students are grouped together on a daily or weekly schedule. Different groups may be formed by changing the inner circles. Center folders for each student would provide individualized lesson activities within the main subject areas. This approach provides some structure to the classroom routine while center activities are introduced.



SCHEDULING TECHNIQUES

Individualized Contracts

MATH UNIT

I, _____ agree to complete

_____

_____

_____

by _____

signed _____

Contract for _____

Date Started _____

Activities/Tasks:	Comments:

Date Completed _____

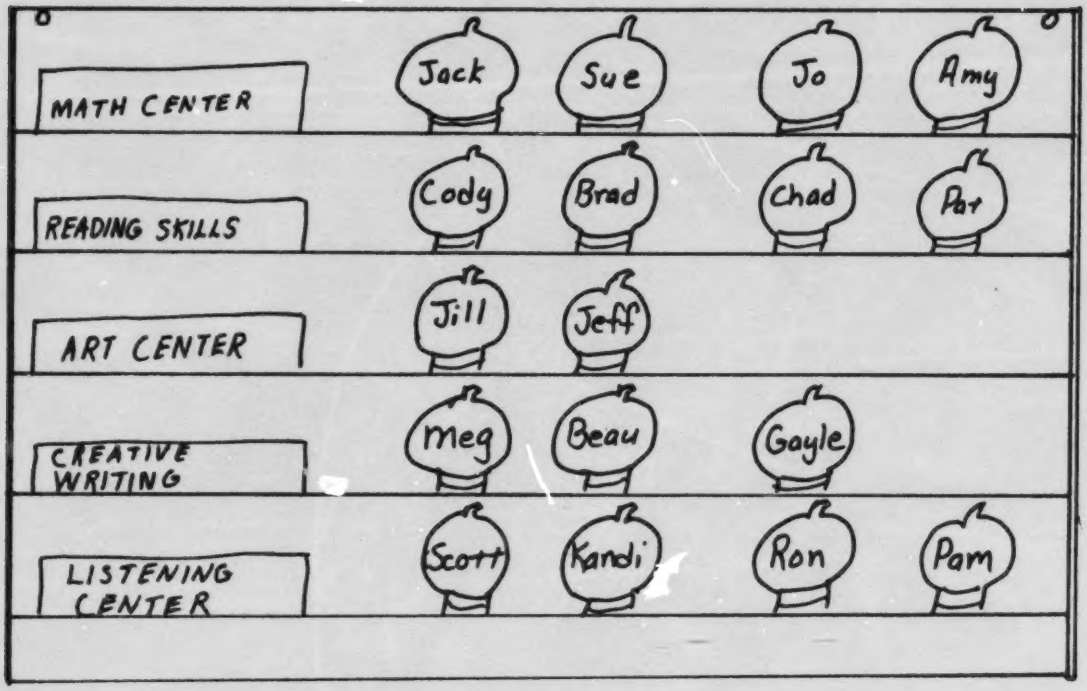
Teacher signature _____

Student signature _____

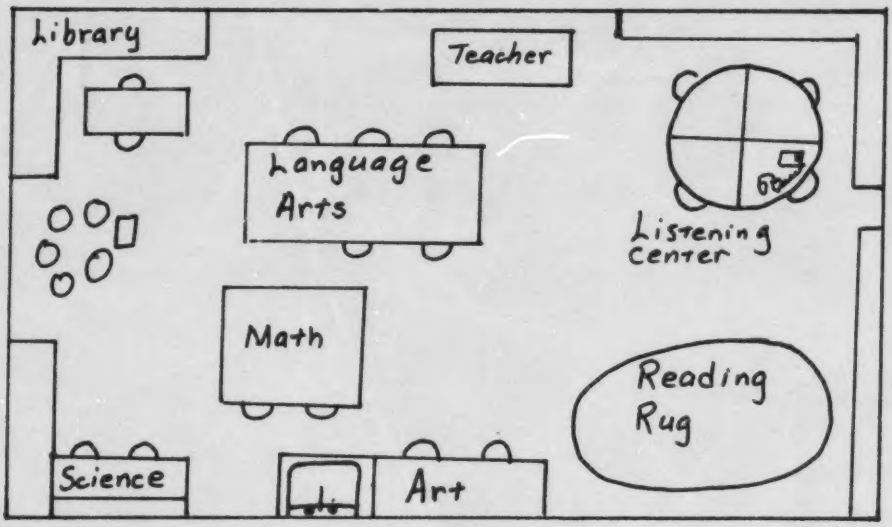
See the appendix for classroom-ready contracts.

SCHEDULING TECHNIQUES

Rotational Scheduling System - Pocket Chart



Floor Plan



Contract Form

Name_____ Week of_____

This week I will work at the following three centers:

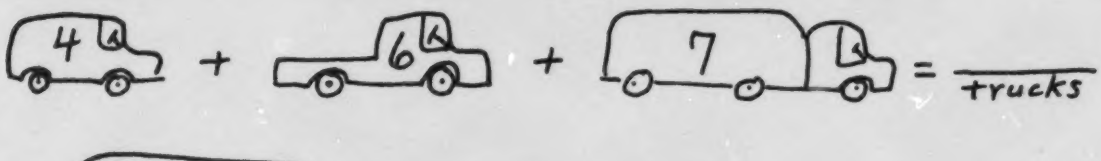
Name / Number	When Completed

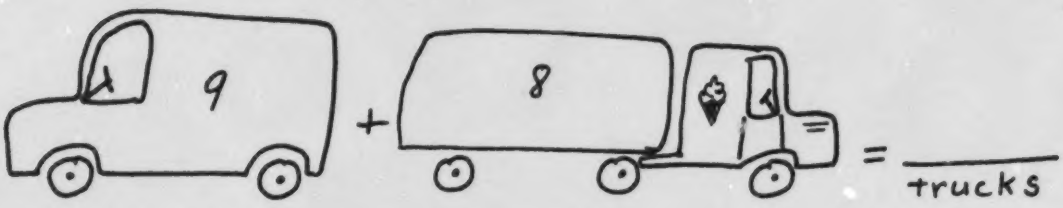
I will also spend time at the following reading activities:

		When Completed
Basal Reader		
Library Book		
Film Strip Story		
Skill Practice		

How Centers Are Used:

After determining the intent and purpose of your center, you need to decide how to present that concept in the most interesting manner. It would be a good idea to pause and conjure up a catchy title and theme. The objective is to find a title and theme that will appeal to the students and make them want to try the activities provided. Be sure to focus on only one idea or concept. If the center is intended to reinforce a skill, select one skill and define it carefully. Then design a center with activities to meet individual differences in background and learning style. For example, one student that is intrigued by trucks may be having difficulty with addition sums greater than ten. It may be more interesting to devise center math activities involving adding trucks. Use your imagination yet be practical. Make the center durable to survive repeated uses. Use protective coverings to prolong the utility of center components. Products such as clear contact paper, plastic sleeves, or lamination will prolong the life of materials and ensure their usability. Make an inventory of available resources. The



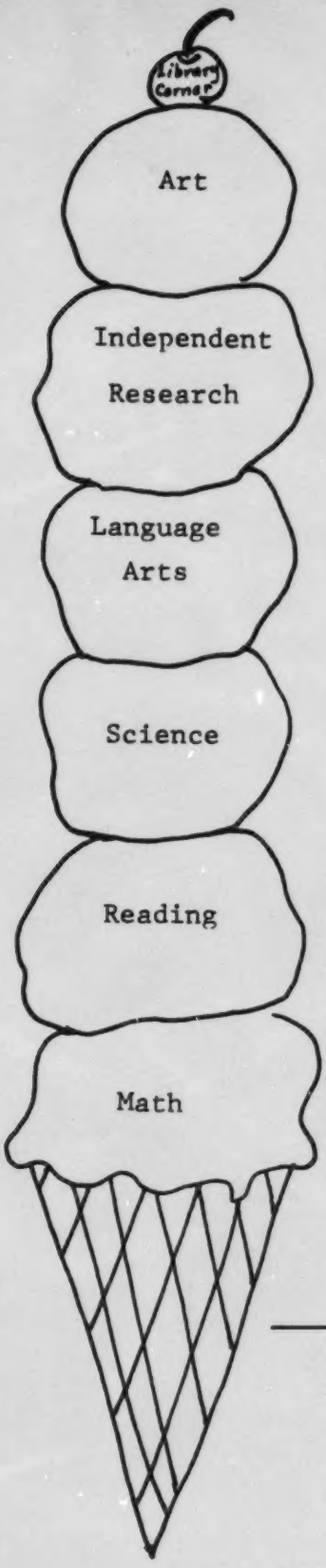


media center is a good place to start. Materials to be used can come from anywhere - home (yours or students), school (all parts), or community (businesses discard or donate many usable items). This can really test your imagination to adapt new materials. Try!

Whenever possible, team up with another teacher you have confidence in and share ideas and materials. Sharing cuts the time, cost, and adds new vitality. The teacher should prepare all the learning tools, such as worksheets and games, and collect all available resources for the center so that it contains all the necessary equipment for students to discover, learn, and apply the concept or skill for which it was developed.

Plan for storage of materials as you construct your center. Keep in mind that various parts may become separated with use. Devise a system with coding so that students can return items to proper places.

Plan how many students will be using the center and how it will be coordinated with other centers or classroom activities. Prepare directions for the use of the center which are clear and simple. They should include how to accomplish the task, how to correct the task, and what to do with the completed papers. Keep in mind your record-keeping needs and clean-up of the center.



RECORD KEEPING

Name _____

Date Started

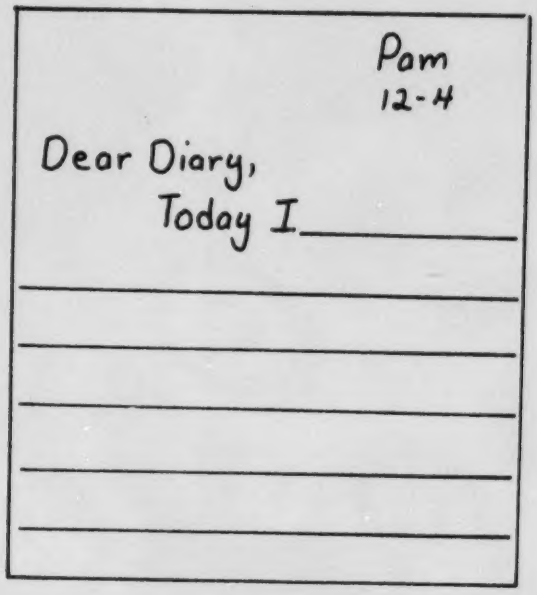
_____

Date Completed

_____

_____, color the ice cream dips as you complete the center tasks.

Record keeping of the centers which have been completed by each student will be important to you. You might devise a chart listing all students and all centers and allow students to check off those centers completed. An alternate method might be records kept in an individual student's folder. Do not confuse record keeping with grading. Record keeping should result in better teacher planning and more purposeful self-direction by students.



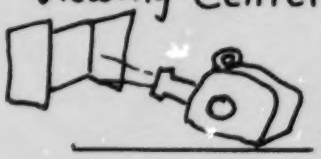
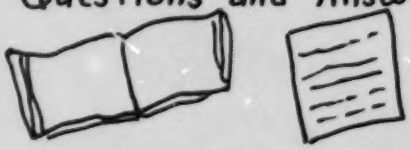
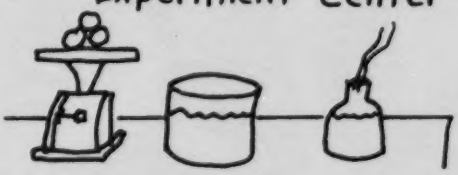
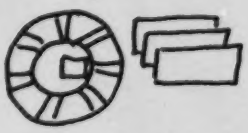
Is written work to be completed at the center? If so, make as much of it self-checking as possible for immediate feedback and correction of errors.

RECORD KEEPING

Individual Assignment Sheet

Name _____

My Weekly Science Centers

Viewing Center 	Monday
Reading Questions and Answers 	Tuesday
Experiment Center 	Wednesday
Writing Center	Thursday
Game Center 	Friday

RECORD KEEPING

Individual and Group Charts

Reading Center — Comprehension I

Students	1	2	3	4
Jeff		✓	✓	
Jill	✓	✓	✓	
Sue		✓		✓
Cody	✓		✓	✓

This form of chart may be used to determine when each student has completed all activities. Also a quick glance by the teacher will reveal how many activities in the center remain to be completed.

This form may be duplicated and used by each student. Use one form per week and place in the student's folder for grading, evaluation purposes, and/or parent-teacher conferences.

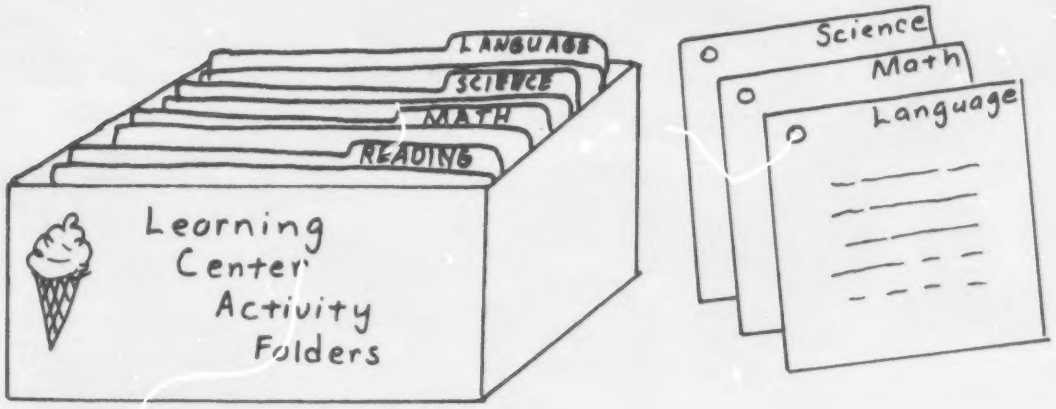
Brad — Week #4

Center	Date Finished

It is wise to begin slowly with only one center and practice organization and management techniques. Once you feel comfortable with the centers concept, you may wish to use centers as a basis for organizing the total curriculum. When centers are used in this manner, most instruction is introduced and reinforced through centers. The teacher will plan and develop centers, assist students with center activities as well as holding large or small group instruction and conferring individually with students.

There are several organizational procedures which help make use of centers more efficient and successful:

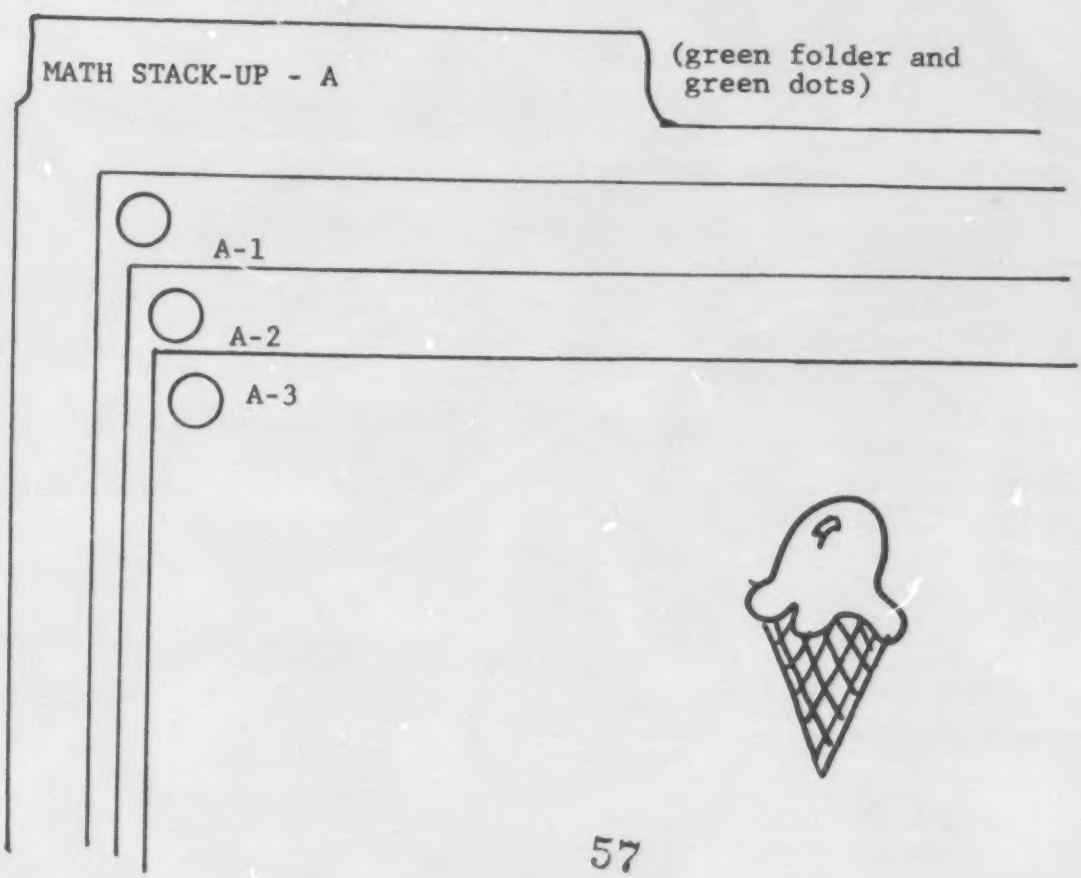
1. Color Coding Centers:
   a. All centers dealing with a specific area of the curriculum might be assigned the same color.
   b. All centers dealing with a specific skill might be assigned the same color.



Example:
Math - Green file folders and green dots.
Science - Red file folders and red dots.
Language Arts - yellow file folders and yellow dots.

c. The complexity of the activities within a center might be indicated by color, for example, beginning level activities - blue; more complex - green; most complex - red, etc. This information could be useful for student-selected center activities. Color coding should refer only to the complexity of the activity and not to the ability level of the student.

d. All center activities of any one color could be coded with numbers and/or letters to simplify filing, inventory, and checking.



2. Skill/Objective Coding of Centers:

Skill/objective coding is an excellent organizational technique for the teacher who will first identify and list the specific skills and objectives upon which instruction within the classroom is based. This technique is equally efficient for team teaching or for schools who have developed a large number of centers for use throughout the school. A file card can be prepared identifying the objective as well as the numbers of the centers which can be used to accomplish the given objective. Often teachers keep a file or loose-leaf notebook in which each center they develop is described and coded. These ideas thus remain available for future reference.

Example:

Objective: Introduction of Place Value

Ice Cream Math I, activity sheets 7-9

Popsicle Math II, activity sheets 10-14

Neopolitan Math III, game boards 1, 4, 7

Many teachers combine student self-selection of centers with teacher assignment. Guided student-selection might take one of the following forms:

1. Student may select one or more activities within an assigned center.
2. Student may select one or more centers from a group of centers recommended by the teacher or as a result of teacher-student conferences, a particular center or centers might be recommended to reinforce a needed skill.
3. Students may at times decide in which order or at what time to complete assigned centers, i.e.,"sometime this week, work with activities in Center Number 4 and Center Number 1." At other times, the centers each student should complete may be listed beside his/her name and he/she can be allowed to do them in any order he/she desires.

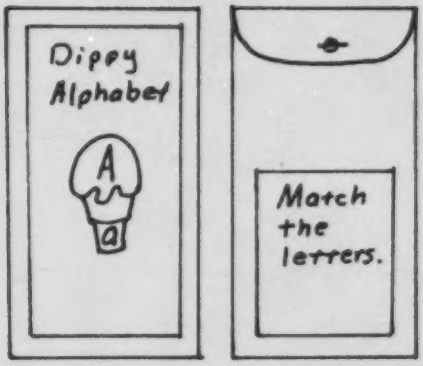
Students should be assisted in evaluating how effective their self-selection of centers has been and to assess their progress. Contracts can be used to assist the student in deciding which centers he/she is to use, how much time will be spent, and how he/she will demonstrate progress made.

HELPFUL TIPS FOR ORGANIZATION AND MANAGEMENT

1. Start gradually.
2. Plan well ahead to allow time to gather materials.
3. Vary both content and form.
4. Consider effective placement of centers within the room so that no "traffic jams" occur.
5. Keep active areas and quiet activities as far apart as possible.
6. Limit the number of students working at centers at one time, if necessary.
7. Both parent volunteers and older student aides can assist students with activities.
8. Plan for the unexpected - sometimes no matter how well planned, some centers just don"t "jell". ALWAYS HAVE SOME EMERGENCY ACTIVITIES READY TO GO.
9. As the teacher, decide how and when the center is to be used.
10. Choose those options which work best for you.
11. Combine or modify materials as necessary.
12. Seek reactions and suggestions from your students.

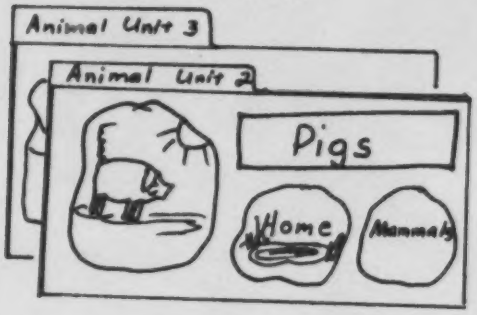
"TOPPINGS"

Laminate center materials to make them last longer.



Laminate instructions to file folders or large envelopes.

Use colored file folders or use lots of colorful illustrations.



Use self-seal baggies or small boxes to store small pieces.

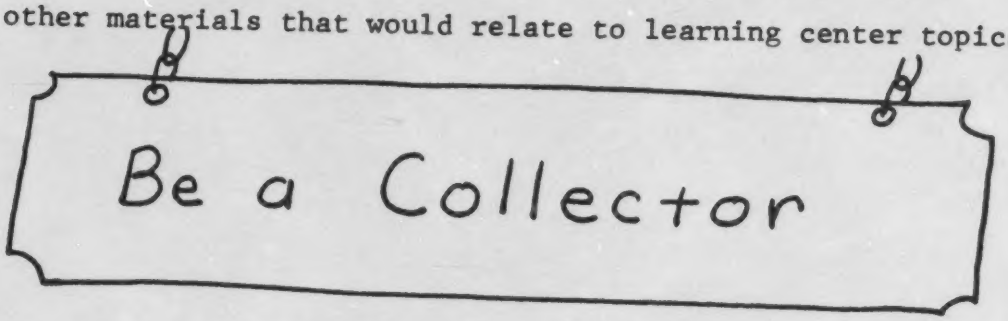
Decorate potato chip cans with colorful contact paper.

Store potato chip cans in soft drink cartons.

Mount pictures on lightweight cardboard to make them last longer.

Trade Learning Centers with other teachers if center is appropriate for other groups.

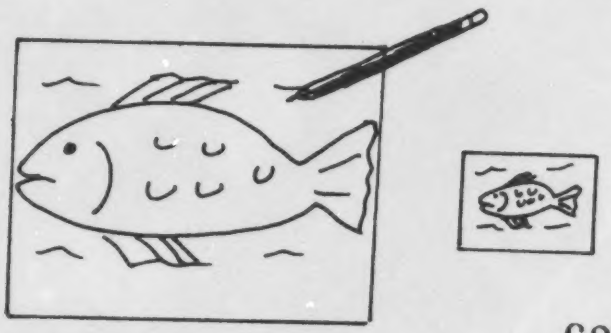
Collect old workbooks, magazine articles, pictures or other materials that would relate to learning center topics.



Have volunteer parents help construct learning centers.

Helping Hands P.T.A.
Friends of the Library
or even One Concerned Parent

Use opaque projector to blow up pictures you would like to trace for learning centers or bulletin boards.



62

Make directions clear, concise, and simple. 1.
2.
3.

Plan and organize learning center materials; a neat environment is conducive to the development of good study skills.

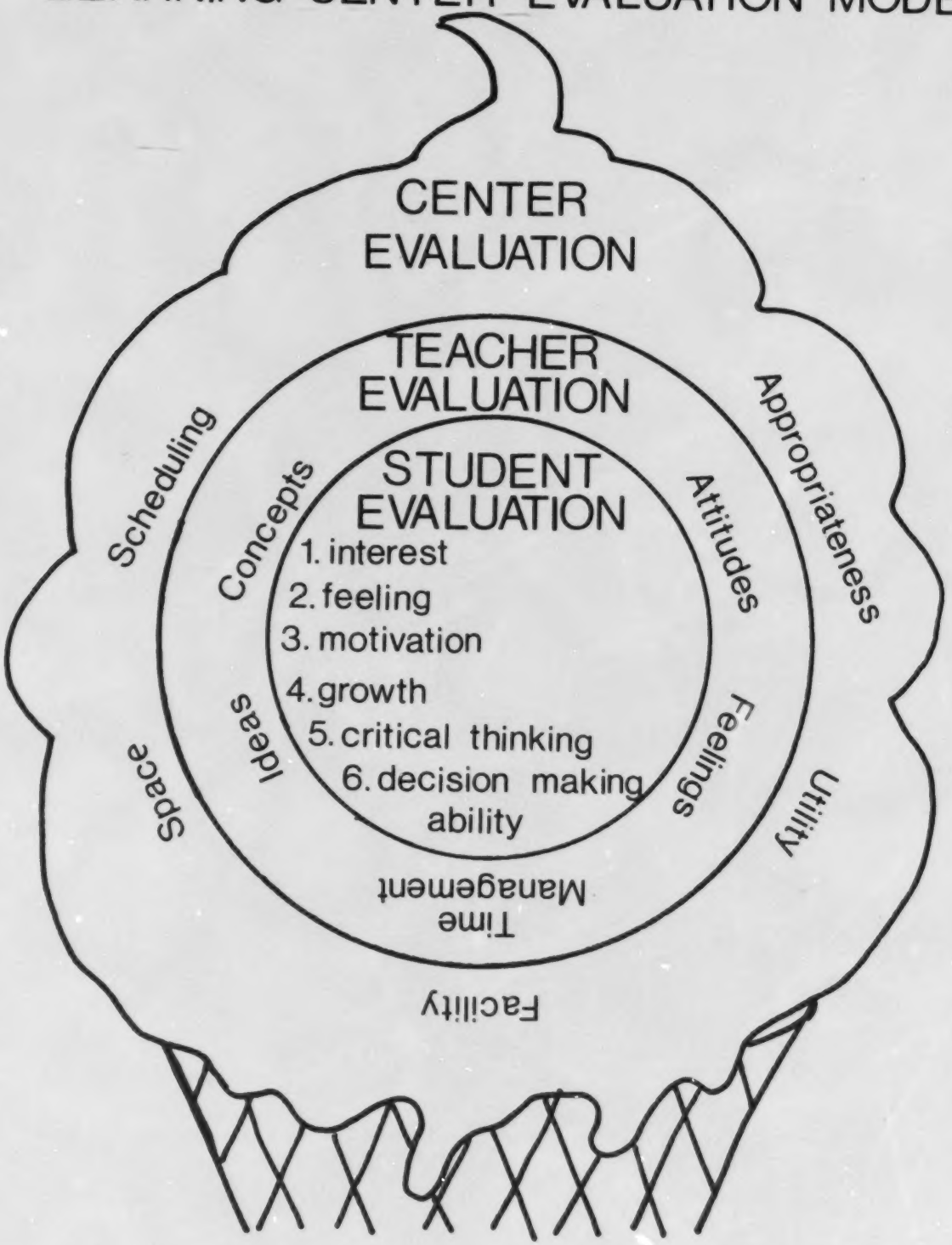
Have students clean and straighten learning center area when completing or leaving center. Have clearly labeled center and supply containers.

Keep parents informed about the learning centers you are utilizing in the classroom.

Conference

EVALUATION

LEARNING CENTER EVALUATION MODEL



EVALUATION

Evaluation is an ongoing process. It must always be an integral part of the school day. It is the responsibility of both the student and the teacher. The evaluation involves the teacher, the student, and the center.

TEACHER EVALUATION:

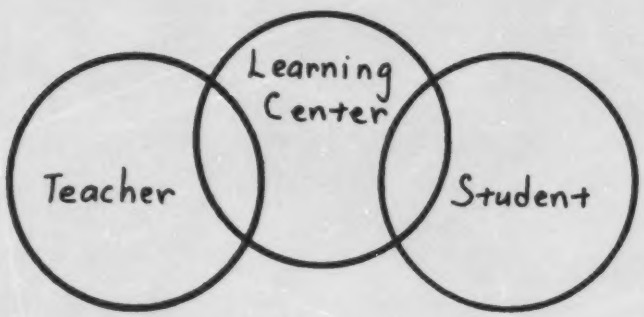
Teacher self-assessment is used to help the teacher identify his/her needs, ideas, and feelings which tend to cultivate lifelong values and attitudes important to the success of the learning center.

STUDENT EVALUATION:

The student evaluation helps to determine what kind of growth the student has made in accordance with his/her interest and abilities, and will determine how the student feels about what has been achieved.

CENTER EVALUATION:

The evaluation of the learning center should focus on the total process on which the center is organized, and the outcomes expected.



TEACHER EVALUATION

Self-assessment for the teacher who wishes to try the center approach.

1. Am I able to evaluate the interest and needs of my students?
2. Am I willing to move to a role of learning facilitator?
3. Do I have the patience to tolerate activity and reasonable noise in the classroom?
4. Am I a good manager of time, space, and wide variety of materials and equipment?
5. Am I flexible and able to accept change?
6. Do I have the skills to diagnose individual problems and look for progress in students as individuals?
7. Will I work creatively with the student's ideas as well as my own?
8. Do I believe that students can learn on their own if provided with appropriate materials?
9. Do I believe that a student should be given some choice in his/her own learning?
10. Do I see value in students interacting with environment, both materials and peers?
11. Am I willing to allow students to work together, accepting that helping one another is not cheating?
12. Am I willing to share with other teachers?

STUDENT EVALUATION

There are many techniques to evaluate work performed in learning centers. Some of the evaluation techniques used by teachers are:

- conferences or interviews
- observations
- measurement instruments:
  - standardized, normed tests with different forms
  - standardized, normed tests
  - nationally recognized tests
  - state or region normed tests
  - expert-developed tests
  - teacher-developed tests
- review of student's folder
  - questionnaires
  - contracts
  - rating scales
  - list of books read
  - opinion survey

STUDENT EVALUATION

Evaluation Techniques Utilized by Teachers:

The student-teacher conference is the most important evaluative technique for learning-center instruction. These conferences should be a planned activity on a regular basis, but also scheduled whenever a teacher feels it is necessary for a student's continued growth. The teacher will want to focus on both the process that the student employs and the product the student develops while working in the center. Good record keeping is necessary for a teacher to judge the total performance of each child in the learning center.

STUDENT EVALUATION

Some of the evaluation techniques used by students are:

show and tell activities

- creative drama
- discussions and debates

completed project

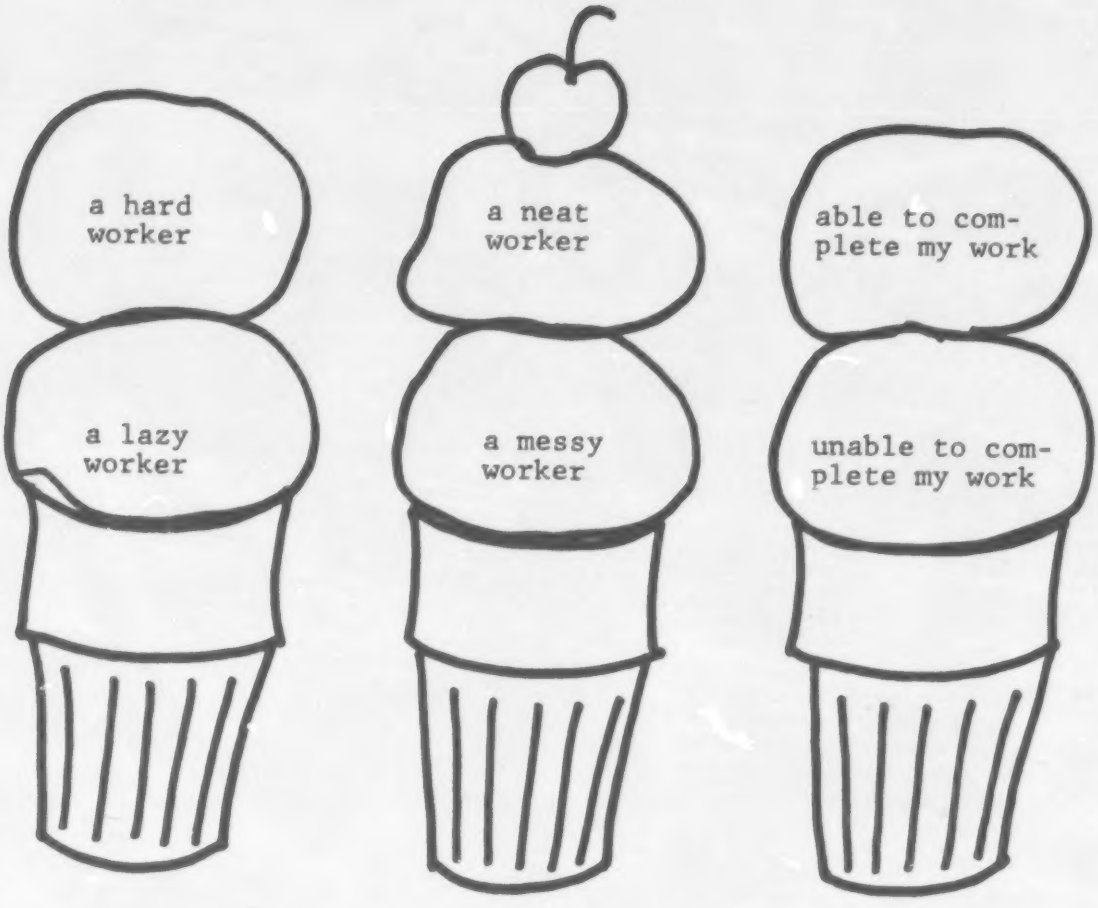
- experiments
- graphs
- dioramas
- building and constructing
- scrapbooks
- tape recordings
- filmstrips and transparencies
- art projects
- logs and diaries
- creative writing
- charts, posters, and graphs
- diagrams
- crossword puzzles
- games
- quizzes

self-evaluation

- checklist
- rating scale
- opinion survey

STUDENT RATING SCALE

Color the statement on each cone wich best describes you today:

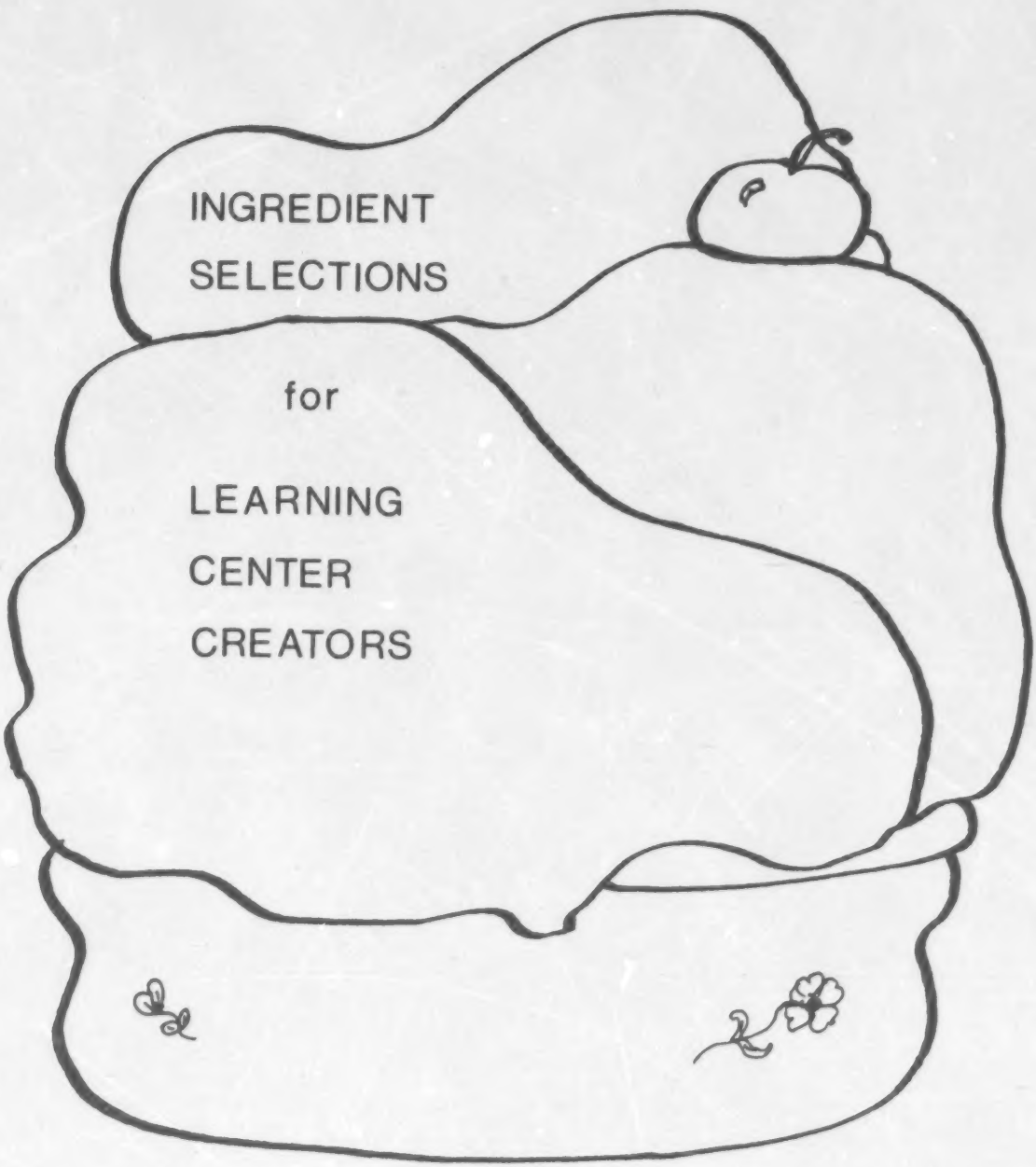


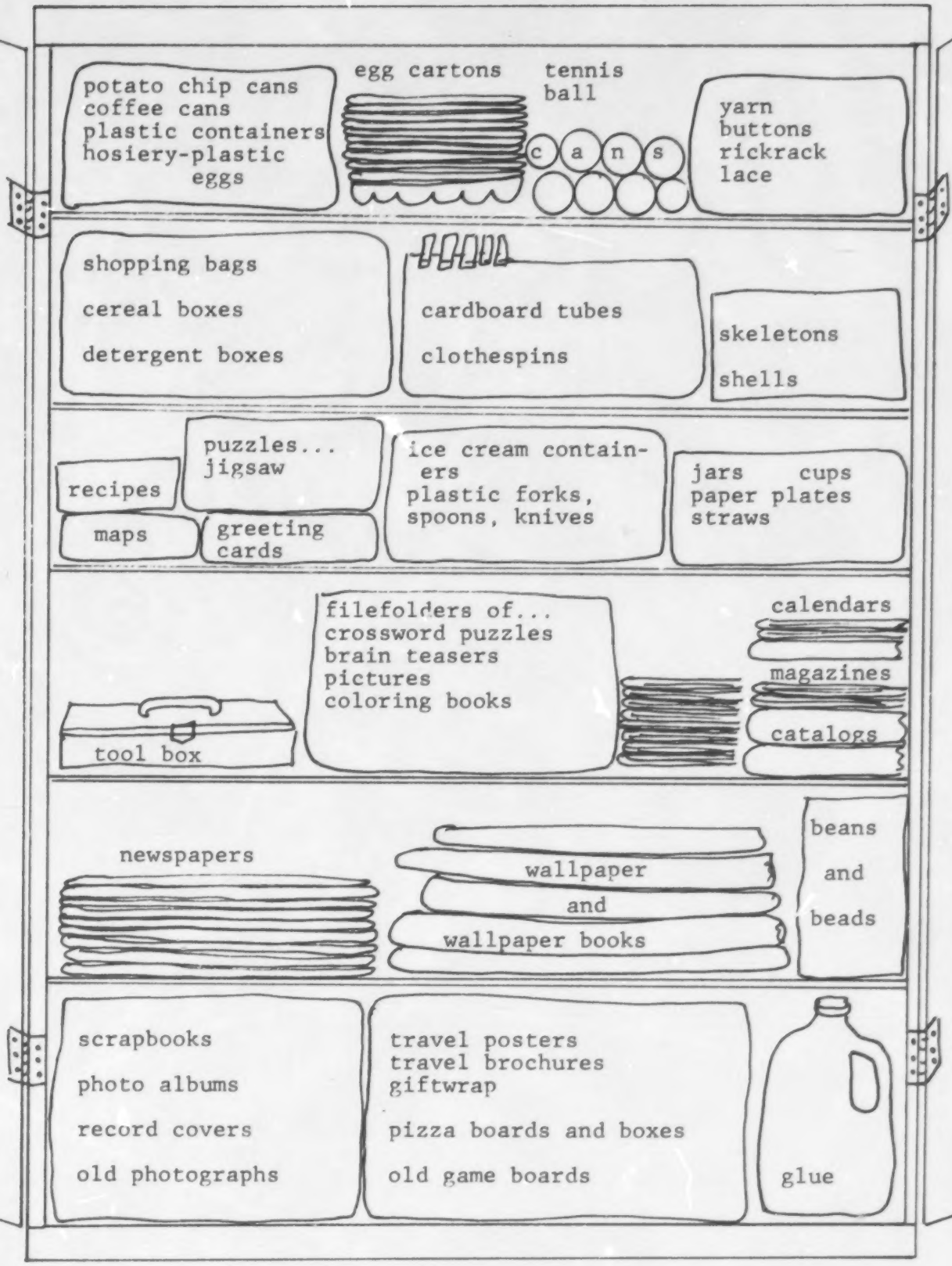
CENTER EVALUATION

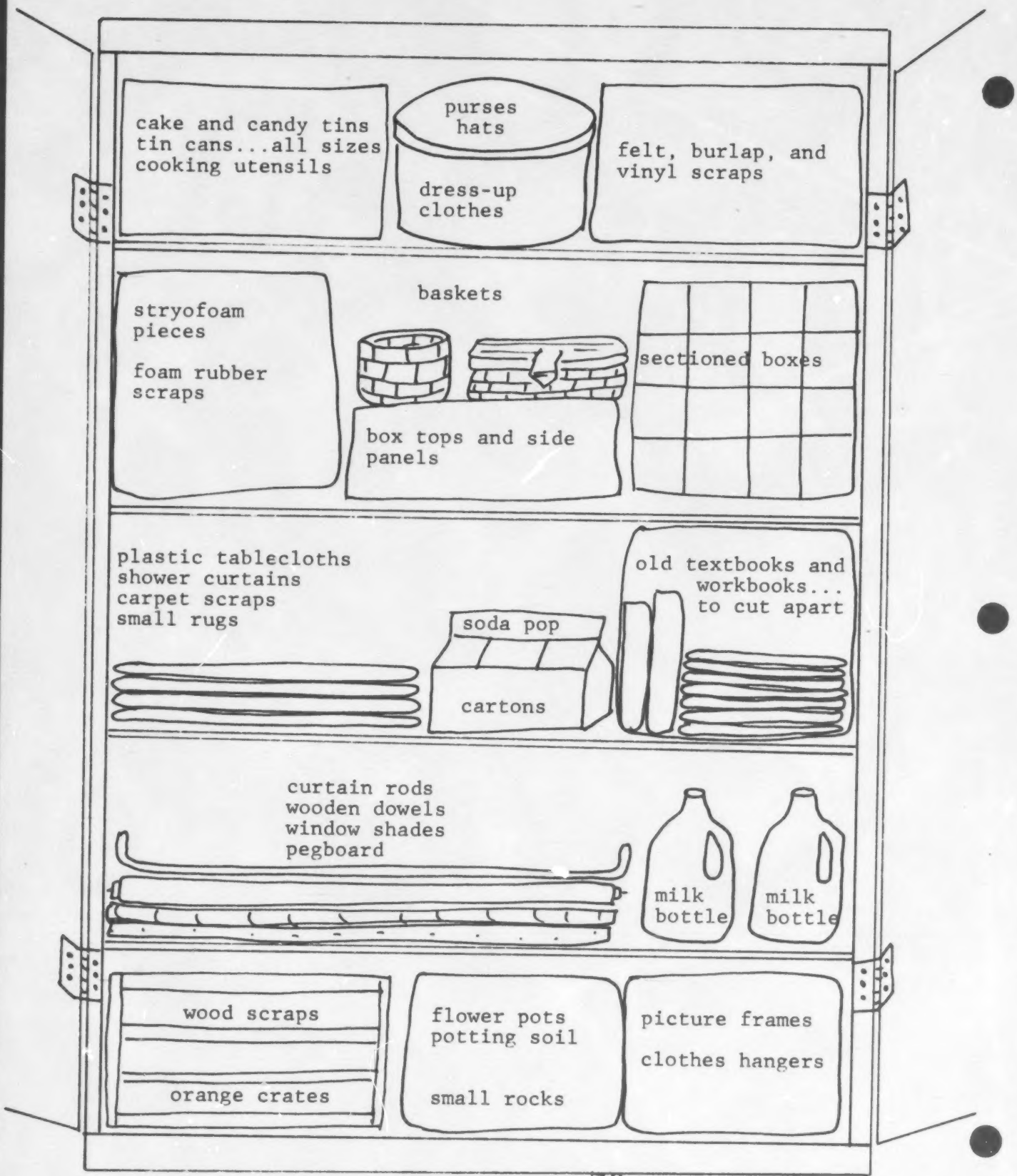
The center evaluation should concentrate on these basic components, materials, space and human resources. In order to be effective the center, itself, must be evaluated and renewed on a regular basis. A suggested checklist may address some of the following:

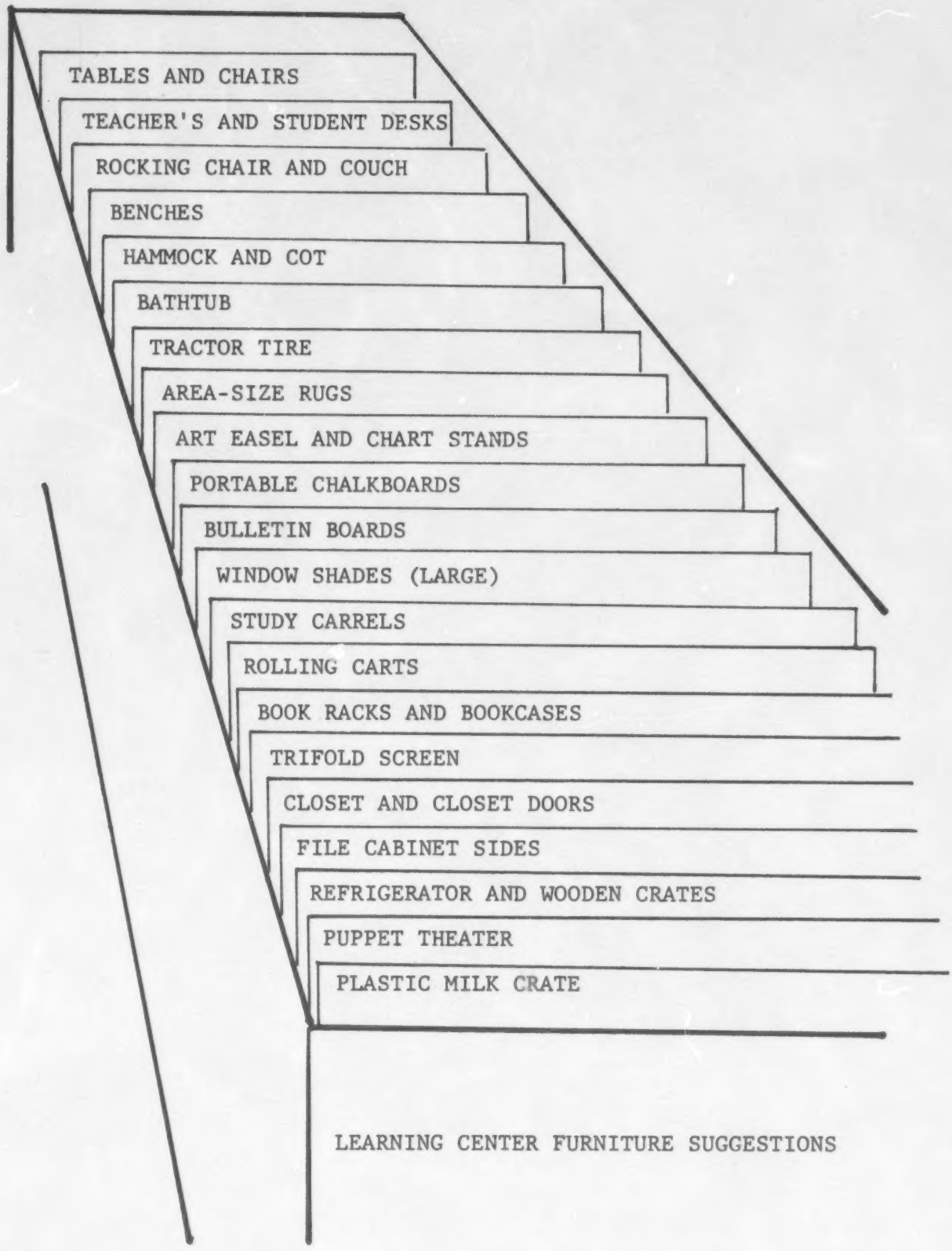
1. Are all necessary and relevant materials available?
2. Does it permit self-checking by the student or easy checking by the teacher?
3. Does the center allow the student to change physical location?
4. Are some activities open-ended to encourage creativity, stimulate critical thinking, and to provide opportunities to pursue topics or projects of interest?
5. Is there a listing of center participants?
6. Are all of the senses involved in some of the center activities?
7. Does the center allow for different levels of difficulty?
8. Does the center have attractive features?
9. Are the objectives and purposes clear to student and teacher?
10. Does the center offer the student choices?
11. Are the answers provided for self-checking?

12. Does the center encourage positive student attitudes toward activities and other participants?
13. Does the center work stimulate group cooperation?
14. Is there adequate space for activities?
15. Does the room's traffic-flow interfere with the center?
16. Is the time managed so that every child is actively involved in the learning process?


INGREDIENT
SELECTIONS
for
LEARNING
CENTER
CREATORS


potato chip cans
coffee cans
plastic containers
hosiery-plastic eggs
egg cartons
tennis ball
c a n s
yarn
buttons
rickrack
lace
shopping bags
cereal boxes
detergent boxes
cardboard tubes
clothespins
skeletons
shells
recipes
puzzles... jigsaw
maps
greeting cards
ice cream containers
plastic forks, spoons, knives
jars cups
paper plates
straws
tool box
filefolders of...
crossword puzzles
brain teasers
pictures
coloring books
calendars
magazines
catalogs
newspapers
wallpaper and wallpaper books
beans and beads
scrapbooks
photo albums
record covers
old photographs
travel posters
travel brochures
giftwrap
pizza boards and boxes
old game boards
glue


cake and candy tins
tin cans...all sizes
cooking utensils
purses
hats
dress-up
clothes
felt, burlap, and
vinyl scraps
stryofoam
pieces
foam rubber
scraps
baskets
box tops and side
panels
sectioned boxes
plastic tablecloths
shower curtains
carpet scraps
small rugs
soda pop
cartons
old textbooks and
workbooks...
to cut apart
curtain rods
wooden dowels
window shades
pegboard
milk
bottle
milk
bottle
wood scraps
orange crates
flower pots
potting soil
small rocks
picture frames
clothes hangers


TABLES AND CHAIRS
TEACHER'S AND STUDENT DESKS
ROCKING CHAIR AND COUCH
BENCHES
HAMMOCK AND COT
BATHTUB
TRACTOR TIRE
AREA-SIZE RUGS
ART EASEL AND CHART STANDS
PORTABLE CHALKBOARDS
BULLETIN BOARDS
WINDOW SHADES (LARGE)
STUDY CARRELS
ROLLING CARTS
BOOK RACKS AND BOOKCASES
TRIFOLD SCREEN
CLOSET AND CLOSET DOORS
FILE CABINET SIDES
REFRIGERATOR AND WOODEN CRATES
PUPPET THEATER
PLASTIC MILK CRATE
LEARNING CENTER FURNITURE SUGGESTIONS

LEARNING CENTERS

PROCEDURE:

As an introduction to an ice cream unit have each student write on a large card a recipe for his/her favorite ice cream. Punch holes, add a cover, and 2 rings for a book that may be shared.

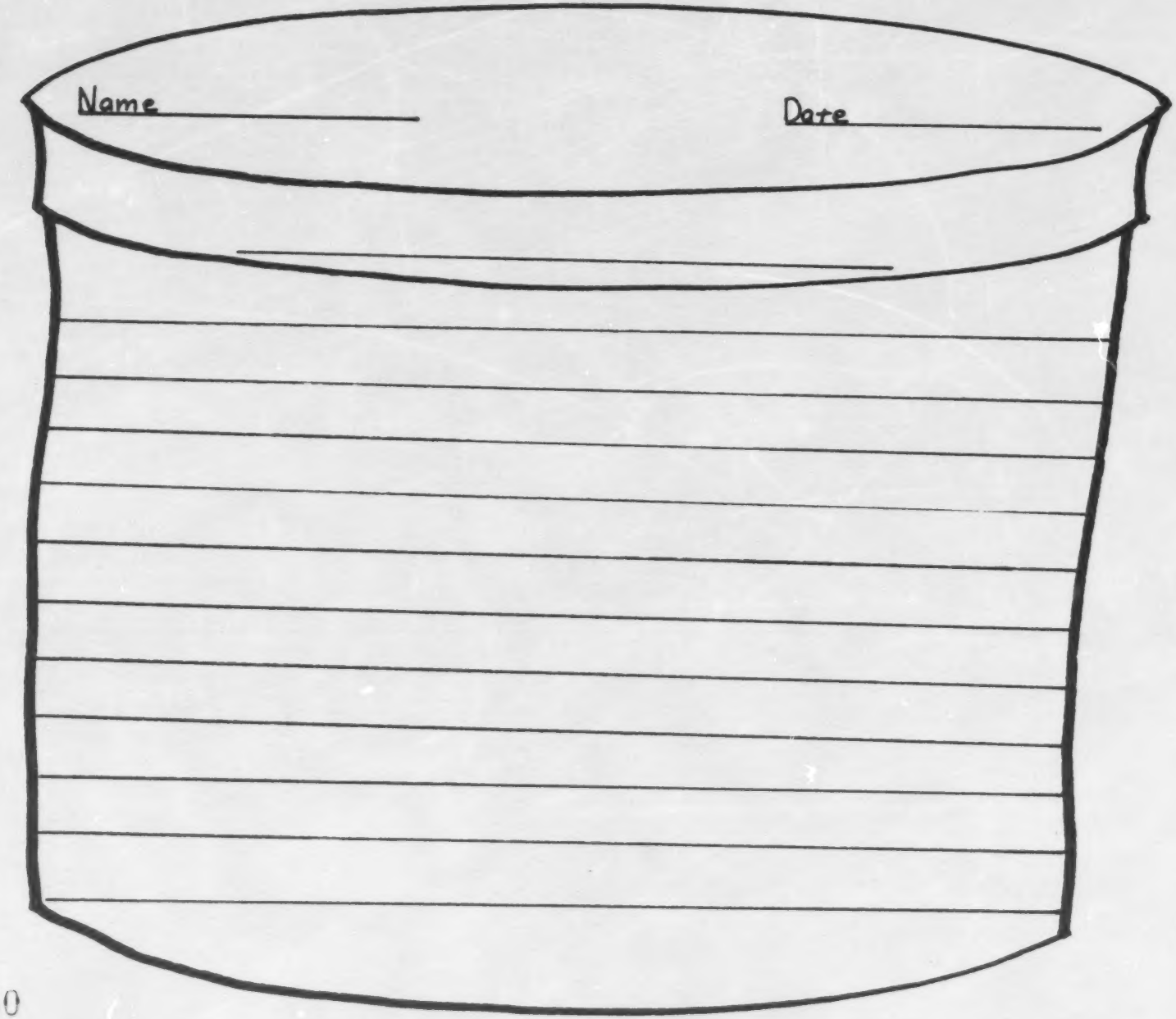
PURPOSE:

Provide creative writing practice.

MATERIALS:

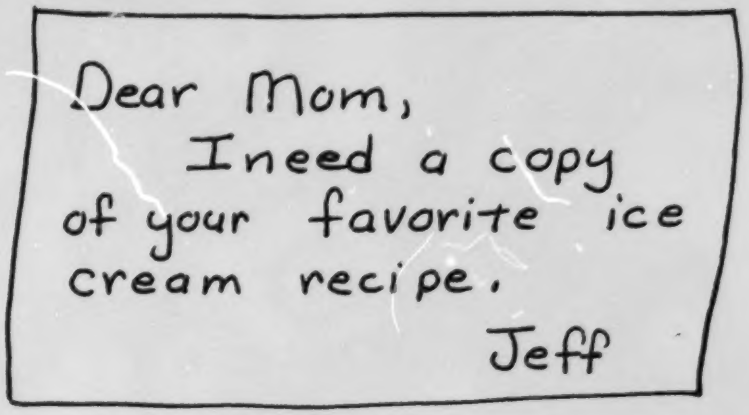
- Large cards (perhaps in carton shape)
- Pencils
- Cardboard for cover
- 2 rings

TITLE: "ORIGINAL ICE CREAM RECIPES"



Ice cream booklet page.

PROCEDURE:



1. Ask each student to provide one ice cream recipe.
2. Have recipes copied onto large index cards.
3. Alphabetize and place in box.

PURPOSE:

Provide skill practice in organizing materials, alphabetizing, and to provide collection for later use.

MATERIALS:

Recipes for ice cream - Ask for one from each family.
Cookbooks for those needing help.
Pencils
Large index cards for recipes
Box for cards

TITLE: "ICE CREAM RECIPE COLLECTION"

Book cover pattern.

PROCEDURE:

STRAWBERRY ICE CREAM

4 eggs
1 can Eagle Brand milk
1 pint half and half
1/2 cup sugar
Enough strawberry pop to make one gallon
Freeze.

PEACH ICE CREAM

5 eggs
2 1/2 cups sugar - Blend sugar with eggs
1 large can evaporated milk
1 T. vanilla
2 or 3 cups peaches (blended)
Enough milk to make one gallon
Freeze.

1. Select recipe.
2. Itemize ingredients and make shopping list.
3. Itemize equipment needs.
4. Gather everything, measure, mix, and freeze.
5. Eat and enjoy!

PURPOSE:

Provide opportunity to work together and to make lists of needed supplies and equipment to complete an activity.

MATERIALS:

Recipe
Ingredients - according to recipe.
Cooking utensils - according to recipe.
Cups and spoons
Napkins

TITLE: "M-M-M-M-M GOOD! ICE CREAM!"

Extra:

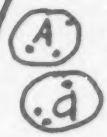
Language Arts - Write a short paragraph describing the ice cream, how to make ice cream, or what was that student's assigned job in the ice cream project.

Art - Draw pictures illustrating ice cream-making process. Have an art show in cardboard booth decorated as old ice cream parlour.

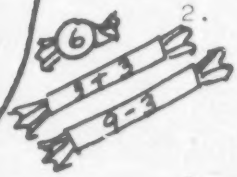
Life skills - Invite someone or several to share the ice cream (principal, janitor, counselor, or secretary). Design and write invitations, introduce guests to class and serve the ice cream.

PROCEDURE:

Cut cookie, candy, pickle, potato chip shapes. Place in a jar and use for matching activities.

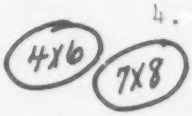


1. Cookie - (52 cookies) Write upper and lower-case letters on them. Place in 1 jar.



2. Candy - (2 shapes, the number to determined by the number of equations desired.) Write addition and subtraction facts on one and answers on another. Place in a jar.

3. Pickle - Make 3 different pickle shapes. (The exact number of each to be determined by the number of words desired.) Write antonyms on one set, synonyms on the second, and homonyms on the third. Place in jars.



4. Potato chips - Make a sackful and print multiplication facts on them. Print answers on the bag.

Add other items to change center activities during the year.

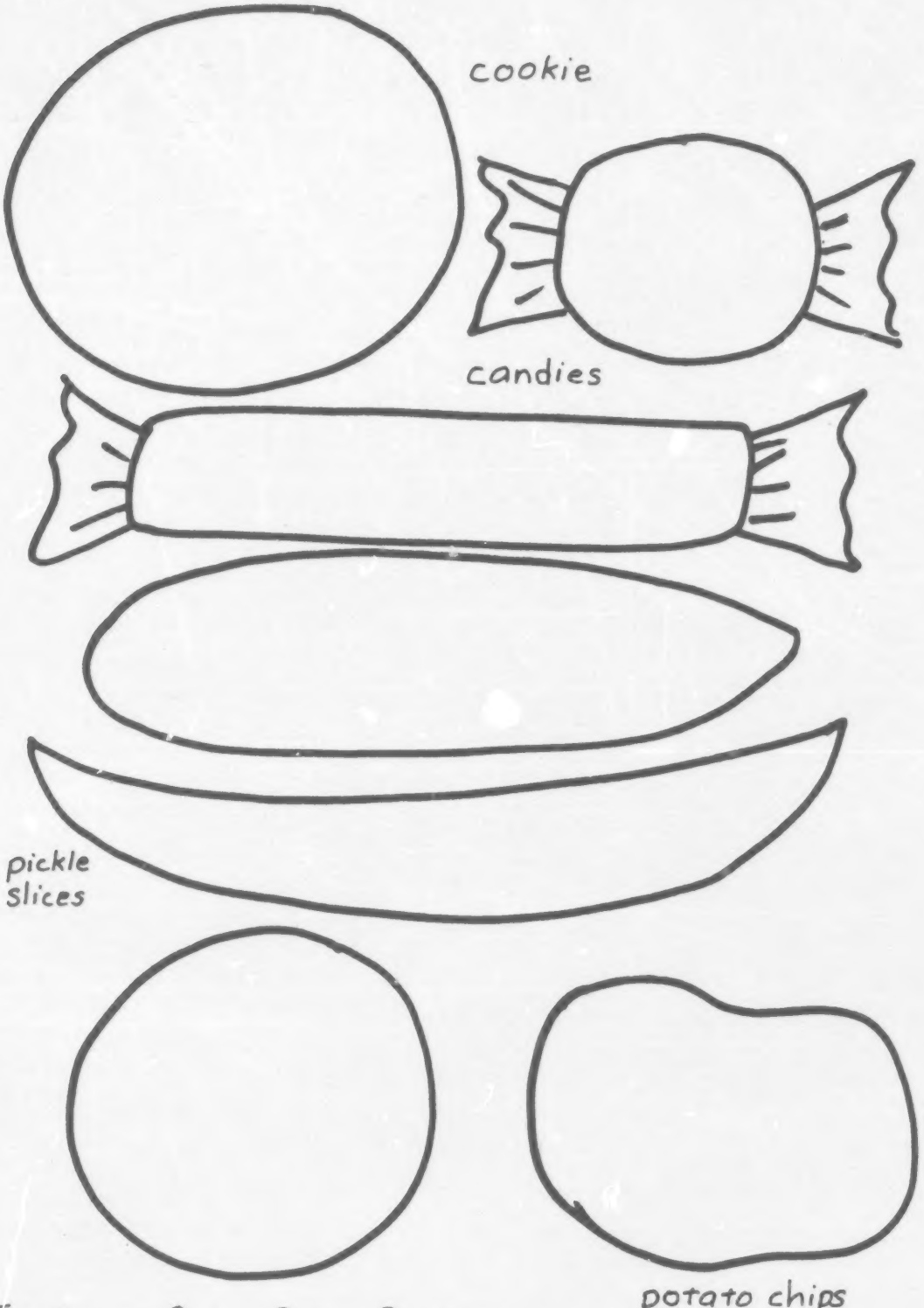
PURPOSE:

Provide interdisciplinary basic skills practice.

MATERIALS:

- Construction paper
- Markers and crayons
- Plastic jars or other suitable containers (Use large envelopes for activities if space is a problem.)
- Sack for multiplication chips

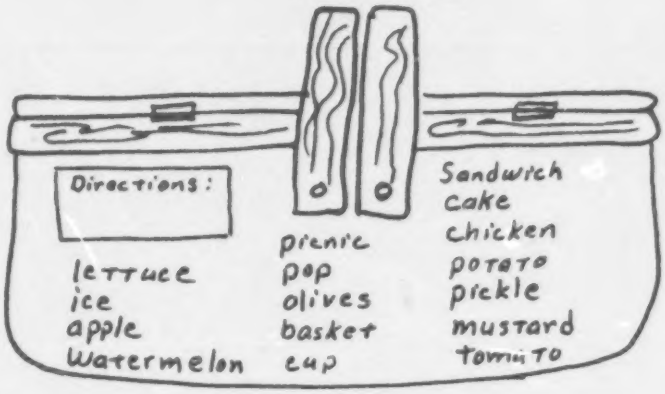
TITLE: "ICE CREAM PARLOUR PANTRY"



Ice Cream Parlour Pantry Patterns

88

PROCEDURE:



Draw and cut out the shape of a picnic basket. Print the directions on the basket.

Fill the basket for the picnic. Find each of the following words in the dictionary and write the two guide words that are found on the same page:

sandwich	watermelon
cake	pop
chicken	olives
potato	apple
pickle	ice
mustard	lettuce
tomato	basket
picnic	cup

PURPOSE:

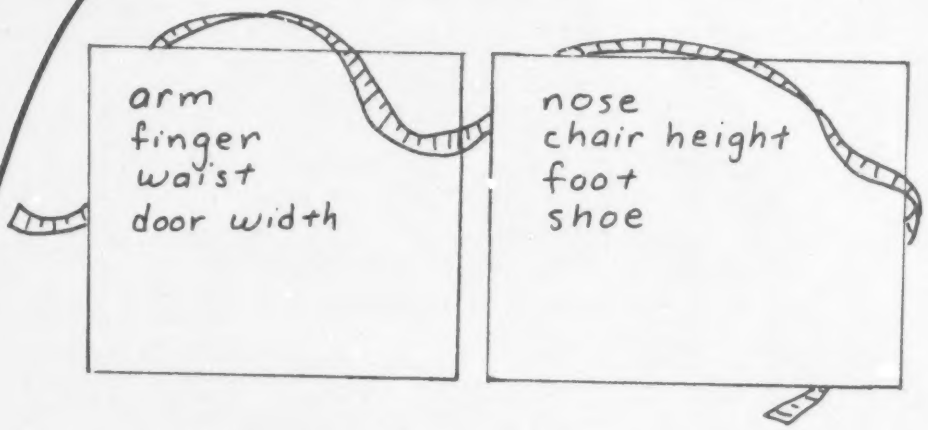
Introduce dictionary guide words.

MATERIALS:

- Tagboard
- Markers
- Dictionary
- Paper and pencil

TITLE: "PICNIC SEARCH"

PROCEDURE:



Prepare lists of items to be measured.
Print several items per card.
Place cards in folder with student worksheets for answers and for directions.

DIRECTIONS:
Estimate the length or height of each item. Using the metric tape, measure the item and compare with your guess.

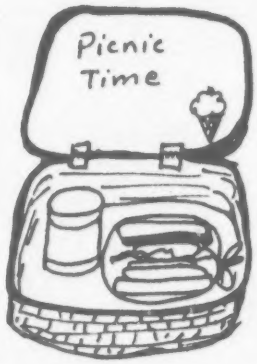
PURPOSE:
To learn to estimate and find facts on measuring length and height in metric measure.

MATERIALS:
Metric tape measures
Index cards
Center folder
Pencils
Worksheets

TITLE: "CHOCOLATE CENTIMETERS"

90

PROCEDURE:



A Anchovies
B Bologna
C Cheese

1. Place listed items in picnic basket.
2. Draw bread-slice shapes on tagboard. (Try French bread for a change.) Cut.
3. Draw sandwich ingredients on construction paper. Cut. Label with the item's name.
4. Draw 2 sandwiches on tagboard. Print instructions on them.

Make alphabetical order sandwiches for the picnic. Use 4 ingredients in each. List sandwiches on worksheet.

Now, try a submarine sandwich with everything in alphabetical order. List them on the worksheet in order.

PURPOSE:

Practice alphabetizing skills.

MATERIALS:

Picnic basket items
Dictionary, paper, pencil, timer
Pop can with instructions on outside
Tagboard, construction paper, markers

TITLE: "PICNIC BASKET ORDER"

bread

lettuce

mustard
mayonnaise

bacon

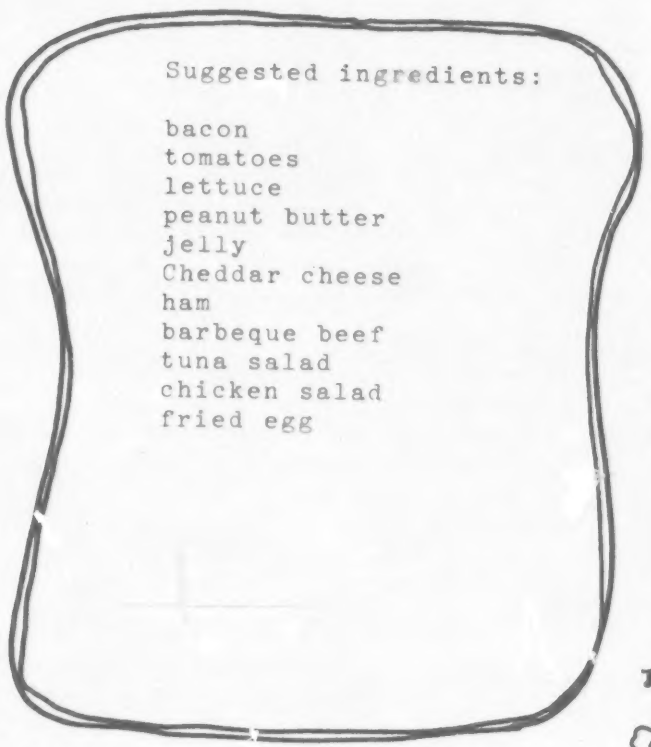
tomato

onion

cheese

French Bread

POP CAN LABEL:
Follow the directions on the sandwich and complete each activity. Check list with Answer Key and place the paper in your folder.


Suggested ingredients:

bacon
tomatoes
lettuce
peanut butter
jelly
Cheddar cheese
ham
barbeque beef
tuna salad
chicken salad
fried egg

mayonnaise
dill pickles
mustard
Swiss cheese
bologna
salami
onions
fish fillet
pimento cheese spread
jalapeno peppers
hamburger patty

PROCEDURE:

Place instruction cards for each activity in the center.
Suggested activities:

1. Write application form.
2. Write job descriptions - cook, janitor, cashier, fountain person, etc. (Use Dictionary of Occupational Titles for suggested titles.)
3. Complete application form for desired job.

PURPOSE:

Introduce career experiences.

MATERIALS:

Pencil, paper, crayons
Drawing paper
Dictionary of Occupational Titles

TITLE: "ICE CREAM PARLOUR EMPLOYMENT AGENCY"

PROCEDURE:

1. Illustrate several ways to draw ice cream cones.
2. Illustrate how to cut out ice cream shapes from magazines, glue and outline with crayons or markers.
3. Provide all necessary materials in art center and have each student design and make a recipe book cover.

Make copies of ice cream recipes, duplicate enough for each student, attach the cover, and the collection becomes a gift for Christmas or Mother's Day.

PURPOSE:

Provide opportunity for creative expression involving drawing and collage activities.

MATERIALS:

Old magazines
Crayons and markers
Construction paper
Pencils
Scissors and glue

TITLE: "ICE CREAM ART"

PROCEDURE:

4 + 2 = 6

1. Draw two-dip ice cream cones, place dots on the dips, number the cones, and laminate.
2. Write equations on cards to match dots on the cones.
3. Put completed items in folder or baggie.
4. Place in center. The students may copy the equation from the card for each cone match. This will provide a written evaluation.

PURPOSE:

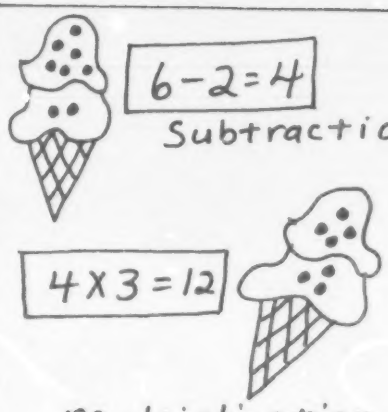
Match pictures of equations to mathematical equations.

MATERIALS:

Construction paper
Markers, paper and pencil
Index cards
Cones and cards

TITLE: "ICE CREAM ADDITION"

Ice Cream Addition Patterns



PROCEDURE:

Strawberry $\frac{2+2+2+1+5+2+1+2+2+4}{=\ 23}$

Place activity pages in folder in Math center.
Have students complete and self-check.

Variation: Change numbers to larger single digit or 2-3 digit numbers.

Make many new activity sheets by including new word lists.

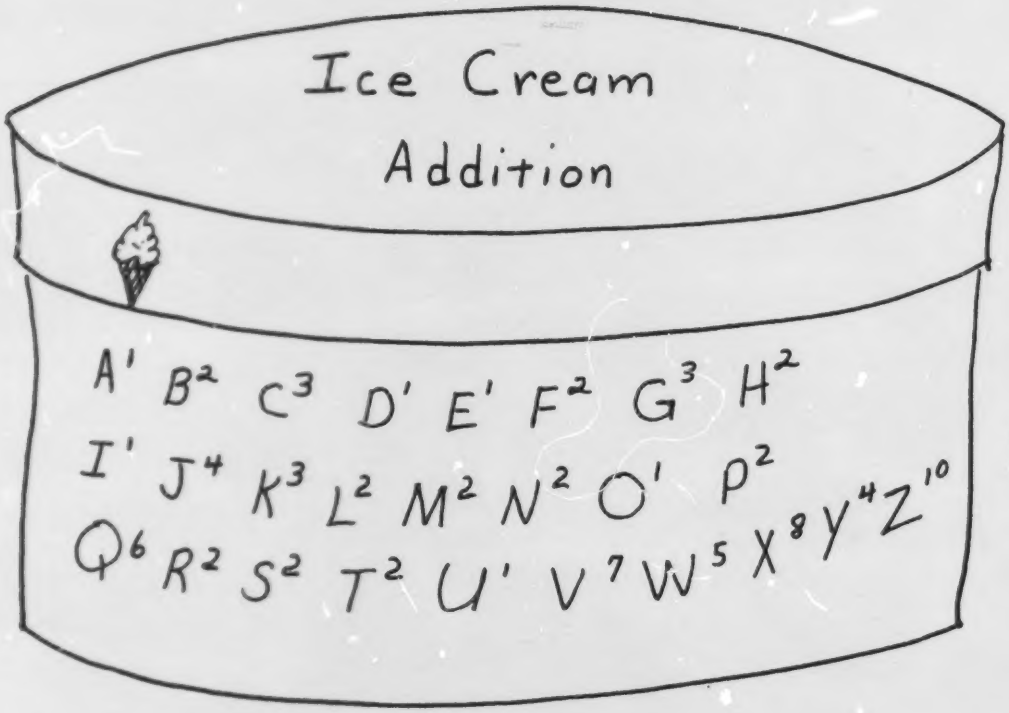
PURPOSE:

Provide basic skills practice in addition.

MATERIALS:

Copies of activity pages
Pencils

TITLE: "ICE CREAM MATH"



nuts 2+1+2+2 = _____

ice cream _____ = _____

sundae _____ = _____

double dip _____ = _____

vanilla _____ = _____

cherries _____ = _____

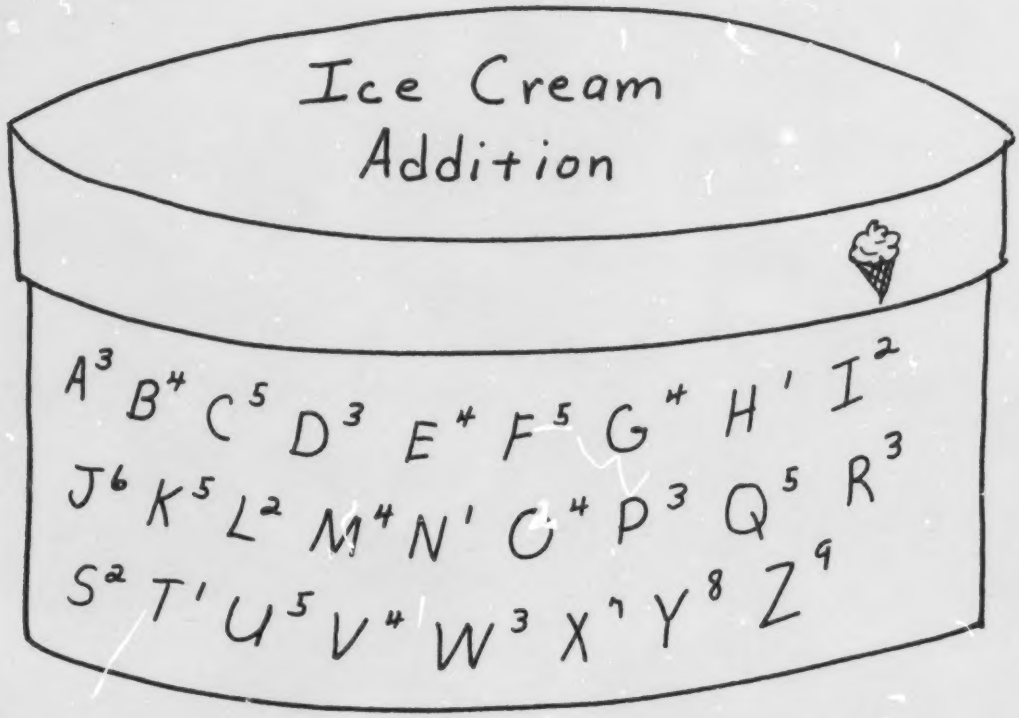
chocolate _____ = _____

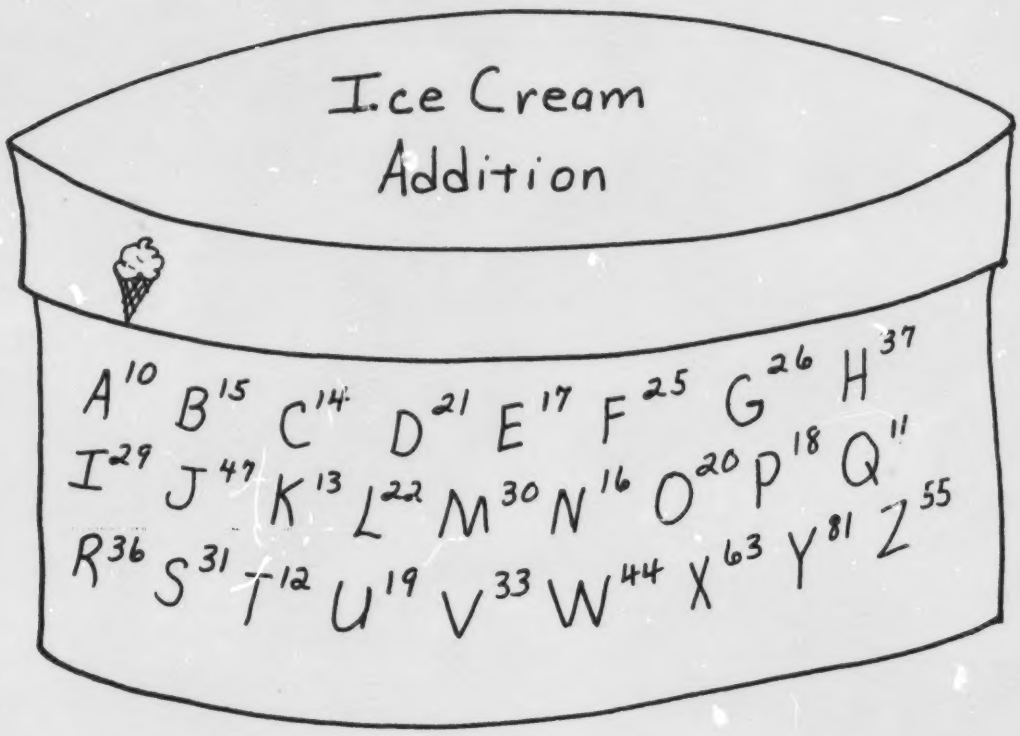
malts _____ = _____

pistachio _____ = _____

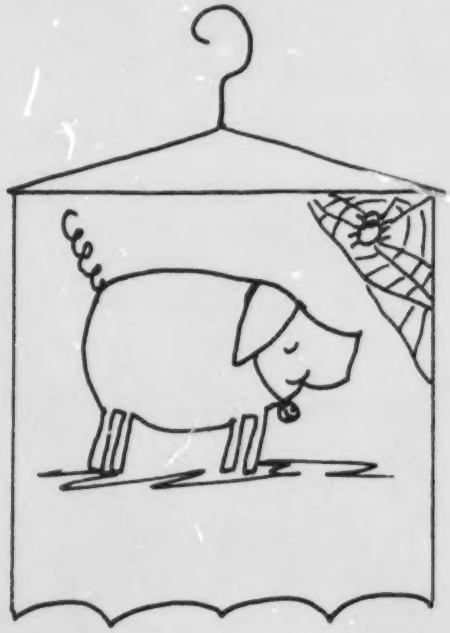
banana split _____ = _____

strawberry _____ = _____


Ice Cream
Addition
A 3 B 4 C 5 D 3 E 4 F 5 G 4 H 1 I 2
J 6 K 5 L 2 M 4 N 1 O 4 P 3 Q 5 R 3
S 2 T 1 U 5 V 4 W 3 X 1 Y 8 Z 9


Ice Cream
Addition
A 10 B 15 C 14 D 21 E 17 F 25 G 26 H 37
I 29 J 47 K 13 L 22 M 30 N 16 O 20 P 18 Q 11
R 36 S 31 T 12 U 19 V 33 W 44 X 63 Y 81 Z 55

PROCEDURE:



Design, draw and color banner based on story read by student. Attach to hanger or doweling and string. Evaluation will be the completed project.

PURPOSE:

Follow-up exercise for reading providing reinforcement activities for vocabulary, word attack skills, and comprehension.

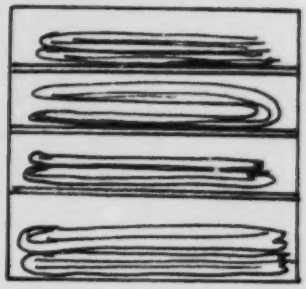
MATERIALS:

Construction paper or felt
Glue
Crayons
Markers

TITLE: "HAVE-A-BANNER-TIME"

PROCEDURE:

or



Make activity cards for the following suggested items:

1. Select one magazine from magazine stand.
2. Select one article to read for report.
3. Complete worksheet about article selected.
4. Draw picture about one thing in article.
5. Look up new words in dictionary - write definitions on back of worksheet.

PURPOSE:

Introduce periodicals.

MATERIALS:

Drawing paper, crayons, pencils
Worksheets
Dictionary
Magazines
Center folders and task cards

TITLE: "STRAWBERRY MAGAZINE STAND"

Strawberry Magazine Stand

Name _____ Date _____

Title of magazine _____

Name of article _____

Author of article _____

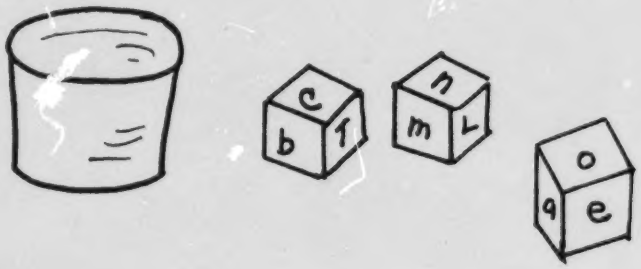
Page numbers of article _____

List at least two things you read about in the article. _____

New words: _____

This article was shared with _____

PROCEDURE:



Shake cubes in can and empty onto table. If the student is able to make a word with the three letters rolled, he/she writes the word on the center worksheet and scores 1 point. A second point is awarded if the student is able to use the word in a sentence. The next player then shakes the cubes. Vary the game by changing the letters. (More words are possible by using two consonants cubes and one vowel cube when marking the cubes.)

A similar game is available on the market and may be used if desired.

Children evaluate their own play with the worksheet and the teacher evaluates by observation.

PURPOSE:

To provide practice in word skill.

MATERIALS:

Tagboard, markers
Cups, beans or buttons
Envelope or baggie
Small box for cups

TITLE. "SHAKE AND SPELL"

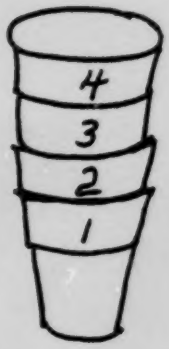
Shake and Spell

Taking turns, shake the cubes and drop them onto the table. If a word is spelled mark down 1 point and if you can use it in a sentence, mark 1 point.

Player 1	points	Player 2	points	Player 3	points
1.		1.		1.	
2.		2.		2.	
3.		3.		3.	
4.		4.		4.	
5.		5.		5.	
6.		6.		6.	
7.		7.		7.	
8.		8.		8.	
9.		9.		9.	
10.		10.		10.	
Total		Total		Total	

The one with the most points when time is up wins.

PROCEDURE:



Cut out cone shapes and number each in consecutive order at the top.

Have students place in order.
Use plastic cups and number each at the top.

1. Have students place in order.
2. Have student count beans, etc. according to cups, for example, 5 beans in cup number 5.

PURPOSE:

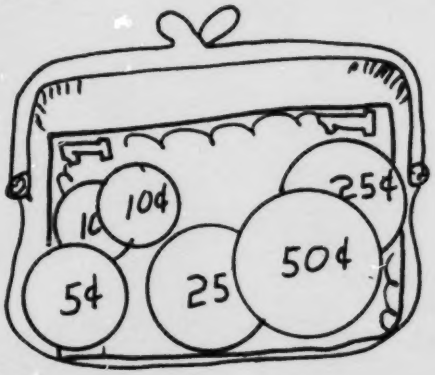
To provide practice in counting skills.

MATERIALS:

Tagboard, markers
Cups, beans or buttons
Envelope or baggie
Small box for cups

TITLE: "MATH STACK-UP"

PROCEDURE:



1. Draw, color, cut, label with name and price, and laminate menu items for the Ice Cream Parlour. Prepare wall menu as alternative.
2. Devise task cards for suggested activities. For example, have children select menu items, calculate price and pay cashier. They are to determine if proper change is given.

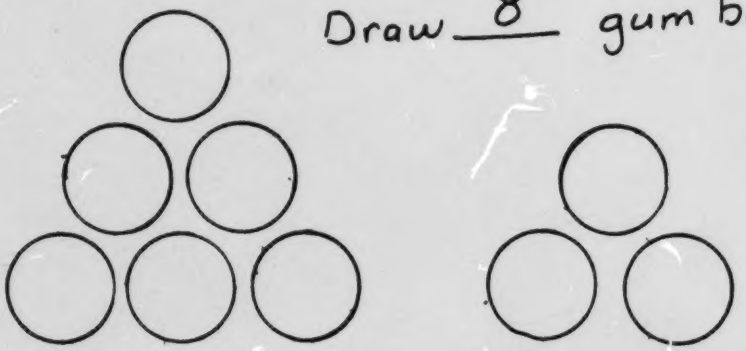
To evaluate have student list menu items and price and solve math problems for change. Place paper in student folder.

PURPOSE:
Introduce concepts of money and how to make change.

MATERIALS:
- Play money
- Toy cash register or divided box
- Construction paper
- Markers
- Glue
- Center folder and task cards

TITLE: "ICE CREAM MONEY"

PROCEDURE:



Prepare activity pages and place in folder.
Print instructions on card and place in folder or print directly on the folder.

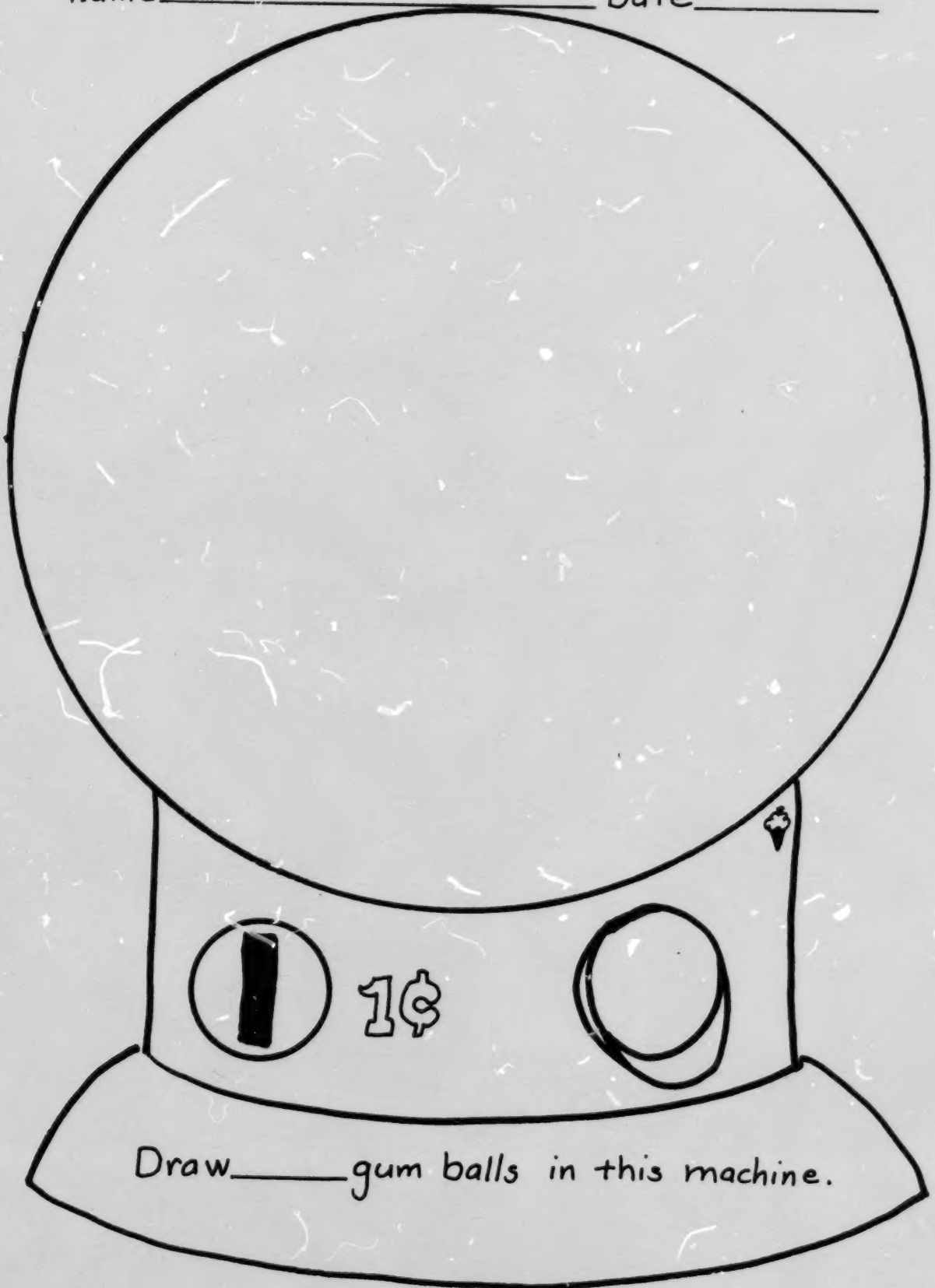
DIRECTIONS:
Draw the assigned number of gum balls in the machine. Color and place page in your folder.

PURPOSE:
Practice basic math skills - counting.

MATERIALS:
Gum Ball activity sheets and instruction card
Pencils
Crayons to color completed sheets, if desired
Center folder

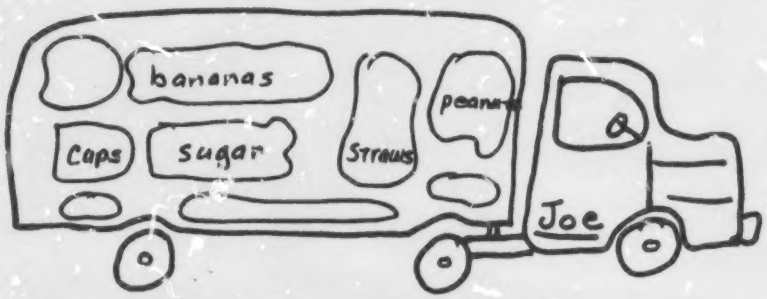
TITLE: "GUM BALL COUNT"

Name_____ Date_____



Draw_____gum balls in this machine.

PROCEDURE:



Suggested activities:

1. Cut pictures from magazines of what truck will haul.
2. Glue cut-outs on picture of truck.
3. Make a cargo list.
4. Use state map to determine where truck will deliver cargo.
5. Write paragraph describing truck trip.
6. Determine trip mileage.

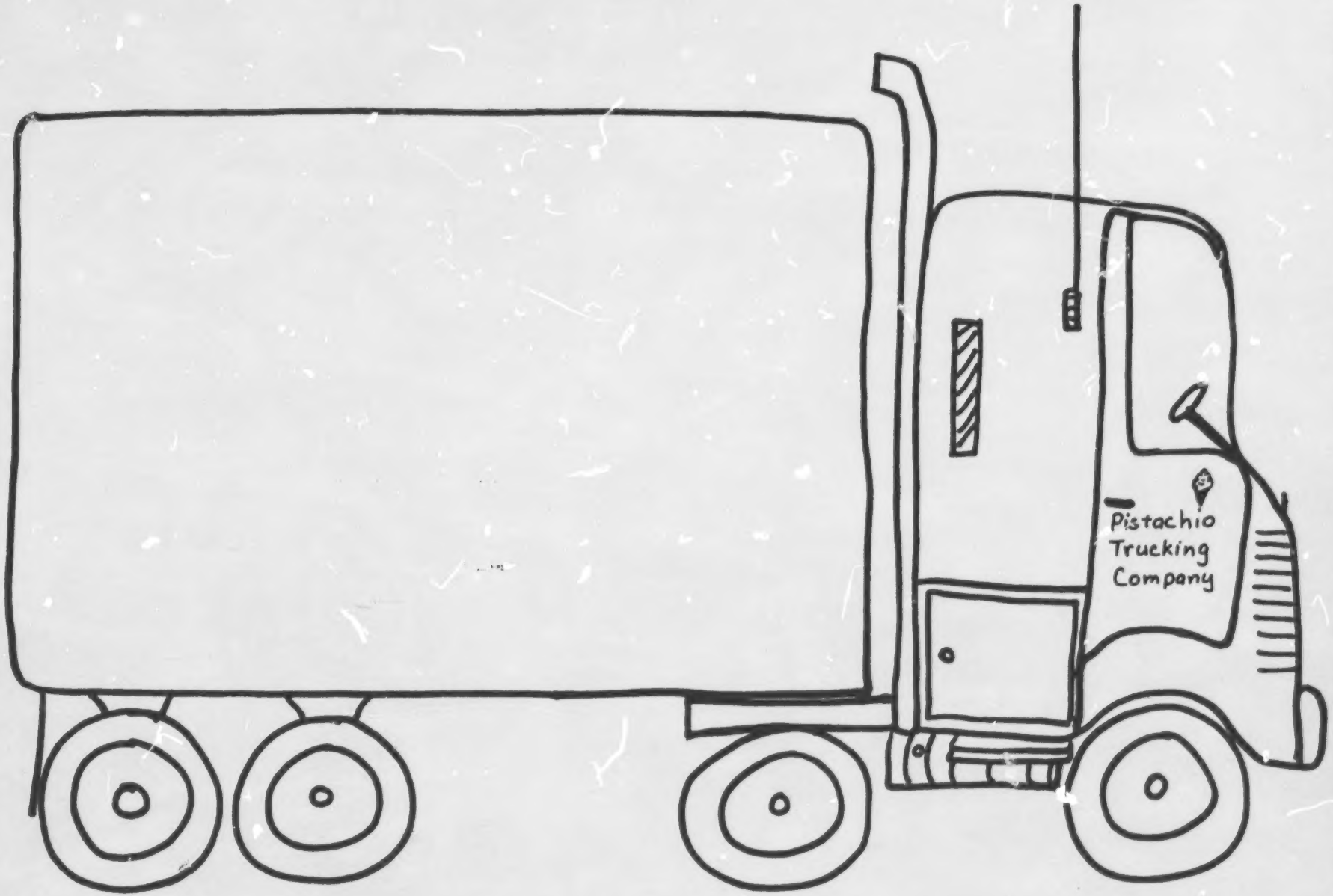
PURPOSE:

Introduce concept of the transportation requirements for any business.

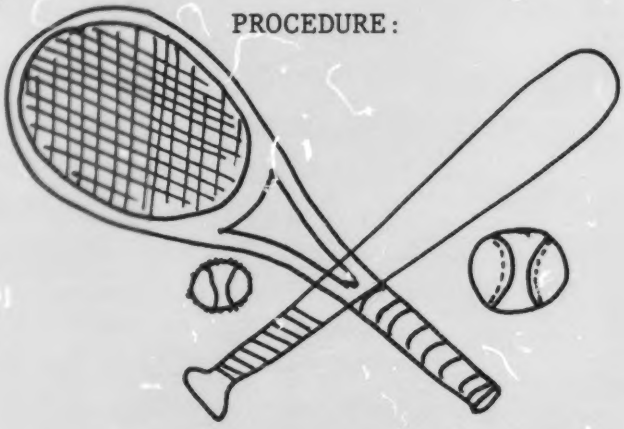
MATERIALS:

Toy trucks for atmosphere
Magazines, scissors, glue
Paper and pencils
State map
Center station folder

TITLE: "PISTACHIO TRUCKING COMPANY"


Pistachio
Trucking
Company

PROCEDURE:



1. Prepare master list of sports. Print in groups of 5. These could be placed on index cards.
2. Prepare supply of Sports Search pages.
3. Print directions sheet and laminate.

DIRECTIONS:

Select 5 sports from list and complete activity page using the Sports Encyclopedia. (Other reference tools may be substituted.)

PURPOSE:

Provide reference skills and reading for details practice.

MATERIALS:

Sports Encyclopedia or other reference tool
Activity pages
Pencils
Center folder
Master list of sports in groups of 5

TITLE: "ROCKY ROAD SPORTS CLUB"

SPORTS ENCYCLOPEDIA SEARCH

SPORT	No. of Players	EQUIPMENT	PLAYING AREA	COUNTRY

PROCEDURE:

1. Using the Orange Bowl 1981 program, list on a separate sheet of paper how many University of Oklahoma players are from Oklahoma.
2. From the Orange Bowl Record Book list the following:
   a. Who holds the record for most yards gained rushing?
   b. Best punting average?
   c. Longest run with intercepted pass?
   d. Team which holds record for most points in one quarter?
3. Which game is considered to be the Orange Bowl's greatest upset? Who won and by how much?
4. Using an encyclopedia or other reference book from your Library Media Center, find the population, major products or industries, average temperature, and square mile area of the city of Miami, Florida.

PURPOSE:

The student will gain profiency in reading for detail by demonstrating ability to answer with 100% accuracy. Student will need to utilize the magazine index to answer questions quickly.

MATERIALS:

Orange Bowl Program
Pocket folder
Instructions page

TITLE: "ORANGE BOWL"

Variations:

Indianapolis 500

National Finals Rodeo

Kentucky Derby

Super Bowl

AFL or NFL Playoff Game Programs

Daytona 500

World Series

Olympics

Ponca City Grand Prix

Road Atlanta

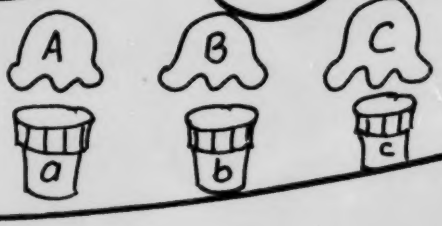
Music concerts

Change parts 2, 3, and 4 to reflect program being used.

PROCEDURE:

1. Cut 26 cones.
2. Cut 26 ice cream dips.
3. Print uppercase letters on one and lowercase letters on the other. Laminate.
4. Place in an envelope or baggie.
5. Have student match capital and small letters.

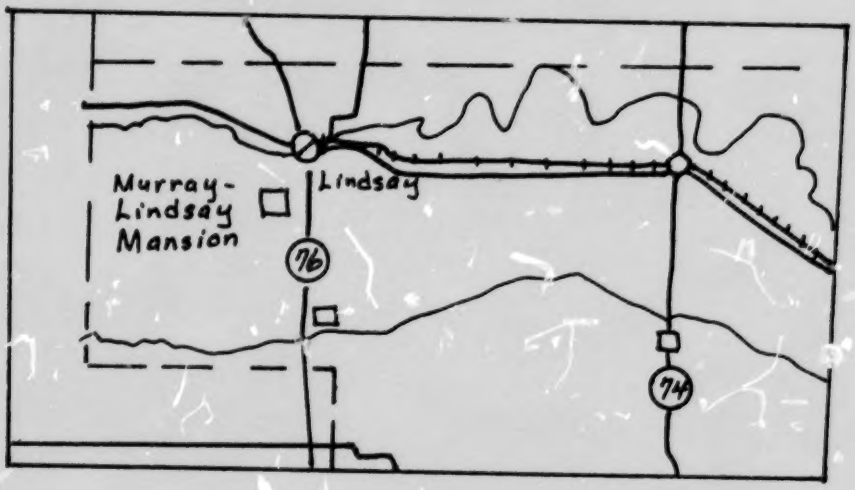
PURPOSE:
Letter recognition.



MATERIALS:
- Construction paper
- Markers
- Scissors
- Envelope or baggie

TITLE: "DIPPY ALPHABET"

PROCEDURE:



1. Glue appropriate pictures to pocket folder.
2. Print on folder pockets the following:
   Activity:
   a. Choose at least two (2) of the enclosed brochures and write a paragraph about each, telling what the major points of interest are.
   b. On the enclosed map, circle with grease pencil at least 6 sites from the brochures. Label them.

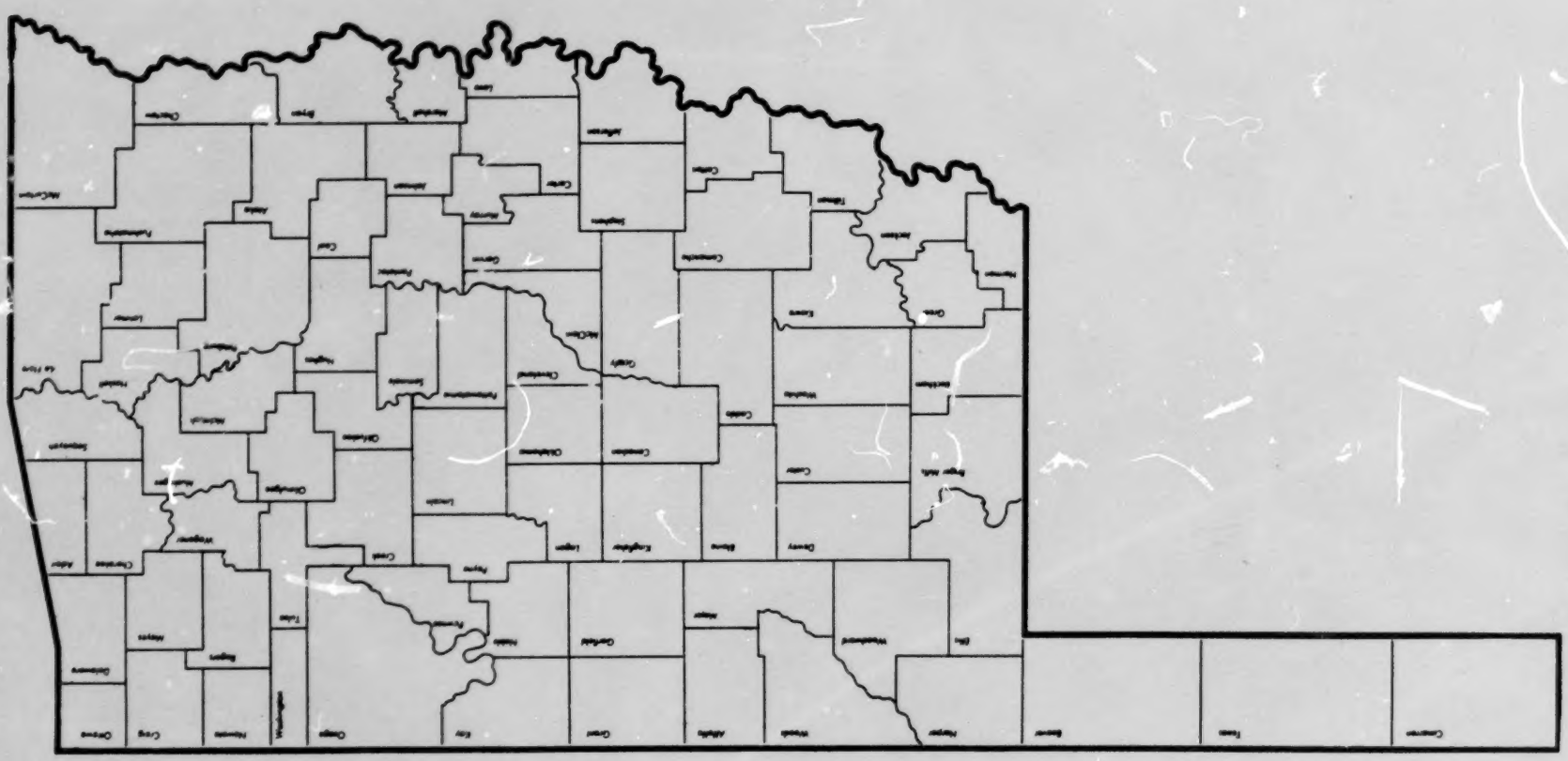
PURPOSE:

The student will become more aware of information about and location of historic sites of Oklahoma.

MATERIALS:

Pocket folder and pictures
Tourism folders on historic sites
Laminated map of Oklahoma
Grease pencils

TITLE: "HISTORIC SITES OF OKLAHOMA"



PROCEDURE:

Legend

Monument, Memorial or Historic Site

---

1. Glue Indian pictures to pocket folder.
2. Write on the pockets the following:
   EXTRA POINTS!
   a. Name the Indian historic sites <u>closest</u> to where you live.
   b. Name the Indian historic sites <u>furtherest</u> from where you live.
      (Look at the map inside the brochure.)
3. Laminate folder.
4. Place in folder:
   a. brochure - Oklahoma and the Indian (available from Tourism Dept.)
   b. Activity sheets (see next page for example).

PURPOSE:

Student will become more aware of the influence Indians have had on the history and development of Oklahoma.

MATERIALS:

Indian pictures
Oklahoma and the Indian brochure
Activity sheets and paper
Pocket folder
Scissors, glue, markers

TITLE: "OKLAHOMA AND THE INDIAN..."

Activity Number 1:

Read the enclosed brochure on "Oklahoma and the Indian".

Activity Number 2:

Answer the following questions on a separate sheet of paper:

1. Do Oklahoma Indians live on reservations?
2. What does the word "Oklahoma" mean?
3. How many Indians live in Oklahoma?
4. How many tribes of Indians are in Oklahoma?
5. What is the name of the Indian village in Tahlequah?
6. Where is the American Indian Hall of Fame?

PROCEDURE:

Print directions on folder:

DIRECTIONS:

Read the information on the poster and answer the questions on the other side of the folder. Answer questions on a separate sheet of paper.
Prepare copies of activity sheets.
Place activity sheet and brochure in folder.

PURPOSE:

After completing the questions on the Civil War in Indian Territory, the student will have a better understanding of the role that the Oklahoma Indians engaged in during the war.

MATERIALS:

Pocket folder and appropriate pictures
Civil War in Oklahoma brochure from Transportation Department
Paper and pencil

TITLE: "CIVIL WAR IN INDIAN TERRITORY"

CIVIL WAR IN INDIAN TERRITORY

1. Who was the Commander of Union Forces in Indian Territory?

2. Which of the 5 Civilized Tribes supported the Confederacy?

   Which supported the Union?

   Did any remain neutral? Which ones?

3. On what date did the first Civil War skirmish occur? Where?

4. Write two sentences in your own words about the Indian Home Guard.

5. Who was the only Indian to achieve the rank of General in either of the Union or the Confederate armies?

6. List three pistols used as side arms in the Civil War.

7. On what date did Stand Watie surrender?

USE THE MAP:

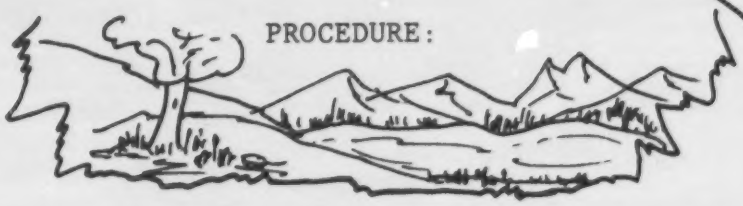
8. In what counties did the Boggy Depot Battles take place?

   Round Mountain

   Webber Falls

   Tonkawa Massacre

9. How many counties does the "Texas Road" cross in Oklahoma? List them.



PROCEDURE:

Where Do You Live In Oklahoma?

1. Glue picture to folder.
2. Prepare activity pages.
3. Laminate folder and pages.
4. Place in folder:
   a. Objective page
   b. Pretest
   c. Activities page
   d. Your City or Town Page
   e. Post test
   f. Oklahoma map divided into counties.
   g. Oklahoma state map showing surrounding states.

PURPOSE:

Student will become more aware of his/her home state and town or city while practicing reference and map skills.

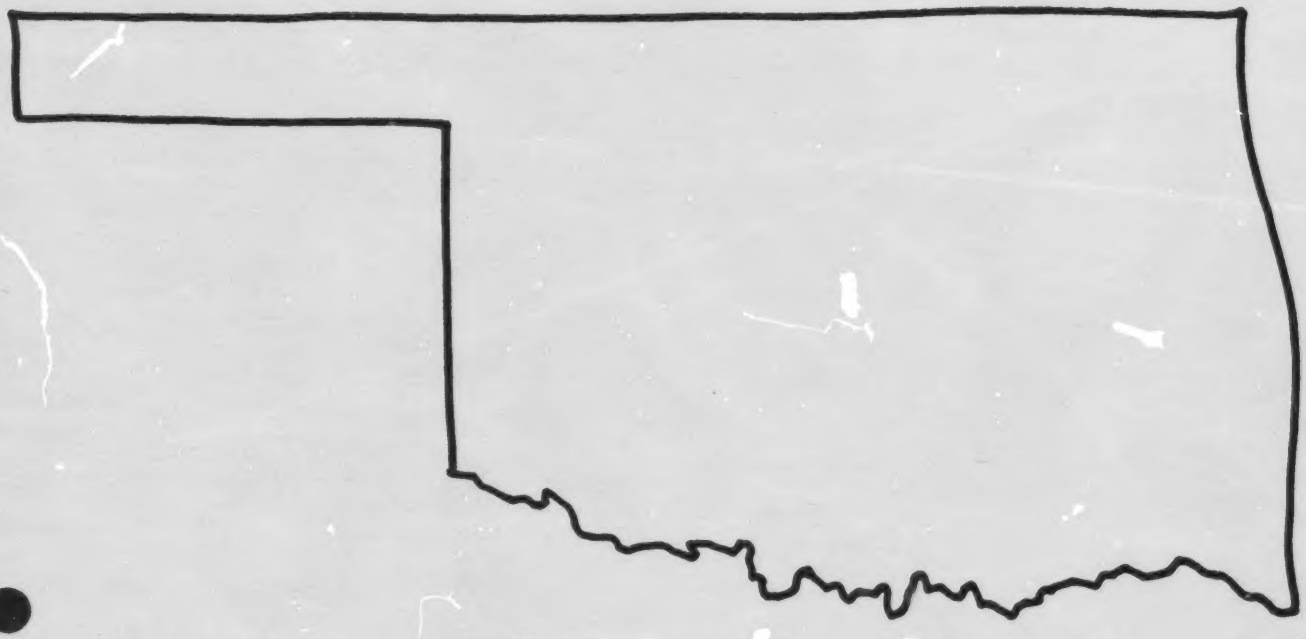
MATERIALS:

Packet folder
Indian pictures for folder
Activity sheets
Map of Oklahoma
Crayons for folder

TITLE: "WHERE DO YOU LIVE IN OKLAHOMA?"

OKLAHOMA

OBJECTIVE:



1. To make students aware of their city's location in relation to other cities and towns within the state.
2. To ~~make~~ students aware of their state's location in relation to surrounding states.
3. Student will locate information about their city or town by using resource material and visiting with persons within the community.

The student will complete the activities with 100% accuracy as measured by correct answers and teacher observation.

PRETEST:

Using the enclosed crayon, mark the location of your city or town on the Oklahoma map.

Name the states bordering Oklahoma.

Who is the mayor of your city or town?

128

ACTIVITIES:

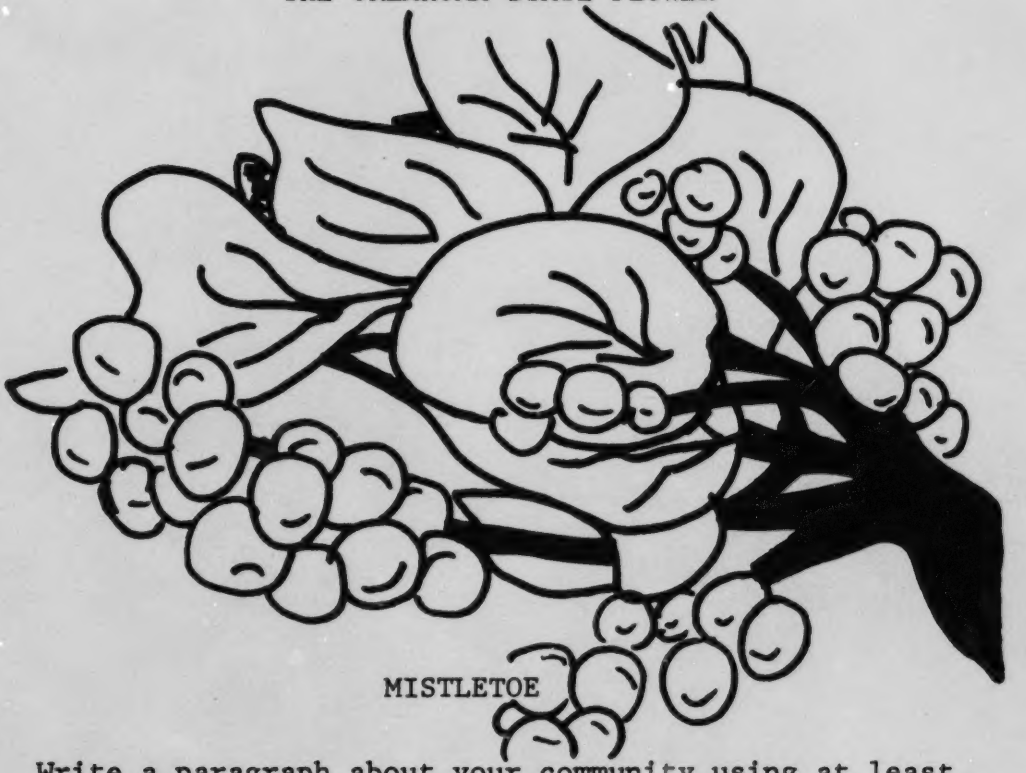
1. On the county map, circle where you live with the enclosed crayon.
2. Using the enclosed Oklahoma state map locate the states surrounding Oklahoma. Using the enclosed crayon, locate and label the states that connect with Oklahoma on the laminated map. (The one that is titled "Oklahoma Divided into Counties".) Do not write on the other map.
3. On the page titled "Your City or Town", answer the questions on a separate piece of paper. You will probably need to use World Almanac, Directory of the State of Oklahoma or ask the librarian for other sources.

YOUR CITY OR TOWN

1. Find out who is the mayor of your town or city.
2. Who settled in your town first?
3. In what county do you live?
4. Does your town have an Indian name?

POST TEST:

THE OKLAHOMA STATE FLOWER



MISTLETOE

Write a paragraph about your community using at least 3 major facts.

List the states adjacent to Oklahoma.

P.S. After the teacher or librarian checks your work, use a tissue to remove all crayon marks from laminated material.

Contributor:
Lois Simon
Will Rogers Elem.
Edmond, Oklahoma

PROCEDURE:

1. You may use either a file folder, game board or a large vinyl sheet which you have sectioned into a football field.
2. Use small miniature football.
3. Provide cards with appropriate vocabulary.
4. Teams take turns drawing cards and pronouncing the words. Players move the ball 10 yards for each correct response. Each goal counts 6 points. The team with the most points at the end of the period wins.

The game may be varied by having students divide words into syllables, use the words in sentences, or define words. You may also have the teams draw cards at the same time and race to find the word in the dictionary.

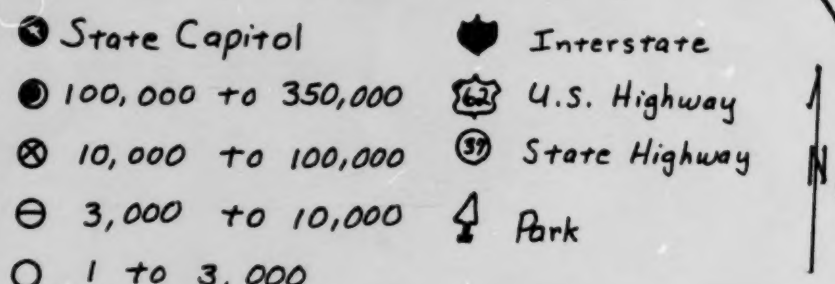
PURPOSE:
To provide drill for basal vocabulary, sight words, or vocabulary enrichment.

MATERIALS:
Large vinyl sheet or tablecloth
Small plastic football
Vocabulary cards

TITLE: "FOOTBALL WORD CALL"

Contributor:
Dee Ray
Will Rogers Elem.
Edmond, Oklahoma

PROCEDURE:



Explain to students:

1. Purpose of all legends given on the road map and how to use information given in these legends.
2. How to find locations of towns and cities using map location legend.

After instruction, students should be able to do worksheets independently in the center. Students love using a road map and parent feedback reflects the usefulness of these skills in daily living.

PURPOSE:
Learning to use the legends on a road map.
May also be used as a math lesson - figuring mileage.

MATERIALS:
Map of Oklahoma - one for each student
Teacher-made worksheets
Pencils

TITLE: "MAP SKILLS UNIT"

Contributor:
LaWalta (Wally) Class
Glenwood Elementary
Oklahoma City, Okla.

PROCEDURE:

Cut out airplanes and place simple words or pictures with a vowel sound on each airplane.

Examples: b$\breve{a}$t b$\breve{i}$t p$\breve{e}$n c$\breve{o}$t c$\breve{u}$t b$\bar{a}$ke b$\bar{i}$ke m$\bar{e}$

s$\bar{o}$ u$\bar{n}$iform

Children place the airplane in the proper hangar that air sock indicates.

Examples: $\breve{a}$ $\breve{e}$ $\breve{i}$ $\breve{o}$ $\breve{u}$ or
a e i o u

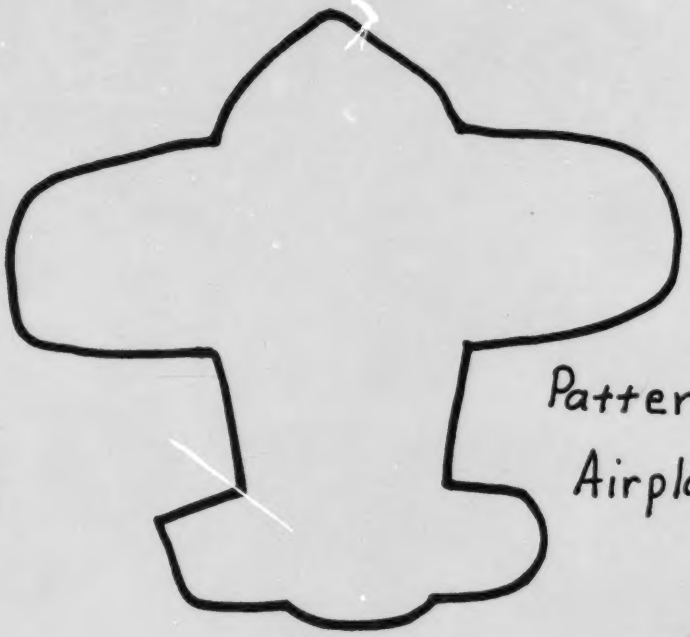
The correct vowel can be placed on the back of the airplane, so that the activity is self-correcting.

PURPOSE:
Vowel identification and practice.

MATERIALS:
Hangars can be made from the edges of oatmeal containers.
Air socks made of colored oak tag, can be attached to a toothpick and placed in the top of the hangar. Airplanes can be made of colored oaktag covered with clear contact paper.

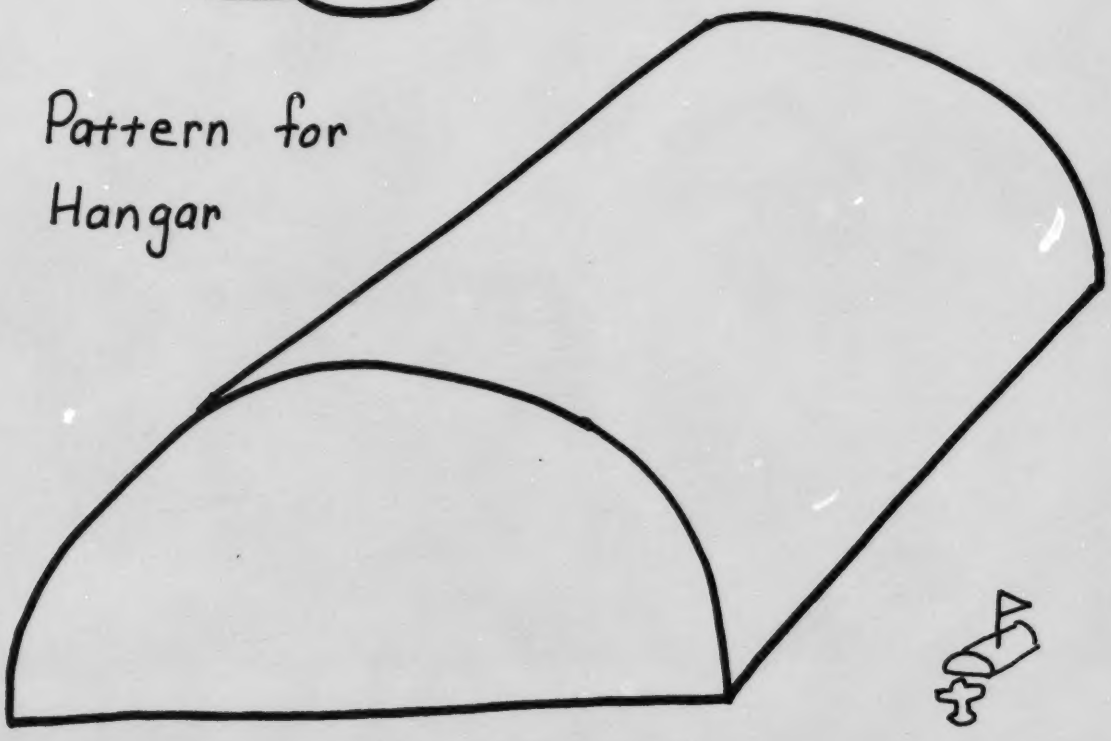
TITLE: "THE GREAT VOWEL FLY-IN"

The Great Vowel Fly-In



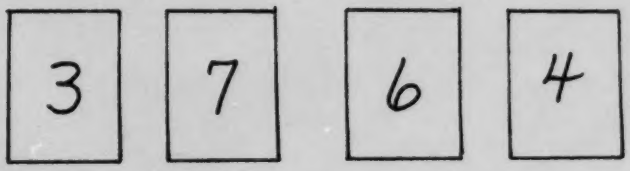
Pattern for Airplane

Pattern for Hangar



Contributor:
Peggy Jones
Deer Creek Elementary
Edmond, Oklahoma

PROCEDURE:



3+7=10 6+4=10

Shuffle and deal 7 cards to each player. Each player looks for "books" in his/her hand and puts them in front of him/her. (A "book" is 2 cards adding to 10.) Each player asks the player on his/her left in turn for a card he/she needs to make a book. If the player on his/her left has the card asked for, he/she gives it to him/her. If the player being asked does not have the card, the "asking" player may draw from the draw pile (those cards not dealt). When a player runs out of cards the game is over. The player with the most books is the winner.

A "book" is 2 cards:
0, 10
1, 9
2, 8
3, 7
4, 6
5, 5

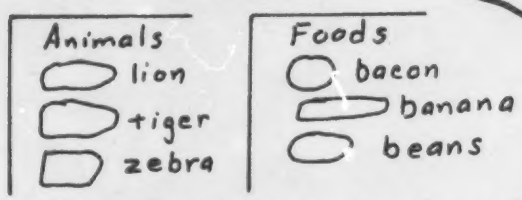
PURPOSE:
Instant recognition of number combinations adding to 10.

MATERIALS:
A set of index cards with numbers 0-10. (one number per card)
One set is needed per number of students playing Big 10.
Two or more students may play.

TITLE: "BIG 10"

Contributor:
Peggy Jones
Deer Creek Elementary
Edmond, Oklahoma

PROCEDURE:



1. Decide on 5 categories such as "people, animals, foods", etc.
2. Find 5 pictures or more to fit each category in an old catalogue or workbook, and cut it out.
3. Using one page of construction paper per category, paste the appropriate picture on that page.
4. Write the name of the category at the top of the page, and the name of each picture beside it.
5. Staple the 5 sheets together with a blank cover page. Write your name and "pictionary" on the cover.

Note: For older students, this activity can be extended to include alphabetizing their pictures and making a "Table of Contents".

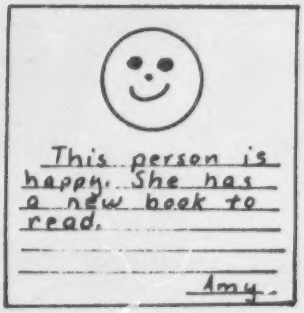
PURPOSE:
Improving skills in: classification, organization, fine motor, basic vocabulary, alphabetizing.

MATERIALS:
pencil
construction paper
scissors
paste
old catalogue, workbook or magazine

TITLE: "MAKE A PICTIONARY"

Contributor:
Betty Denton
Rollingwood Elementary
Putnam City, Oklahoma

PROCEDURE:



Select interesting facial expressions (the National Geographic is great!)

Place several pictures in a box. Mount some "attention getters"on bright floral backdrop.

Let students use their selective time at the Creative Writing Center (where they pick 2 or 3 characters).
Directions: Write a character description - look for characteristics that are not obvious. Show the characterizations to teacher. Discuss story development possibilities using these pictures.

PURPOSE:

After characterizations are formed - the story develops. Marvelous way to teach adjectives, plus it encourages students to "look beyond the surface".

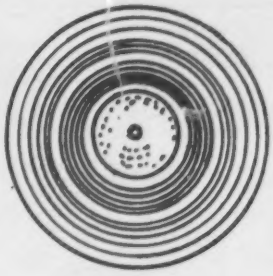
MATERIALS:

FACES, FACES, FACES
Spiral notebooks
Attractive display center
Audience to share stories

TITLE: "FACES, FACES"

Contributor:
Pat Wilson
Deer Creek Elementary
Edmond, Oklahoma

PROCEDURE:



This is an individual center where the students or student can turn on the record player, listening by earphones and write a creative story. I encourage the students to place their story in a folder marked Volume I - Creative Writing so it can be shared. I have volumes from different years, and the students love to read them, as it may have a story written by an older sister or brother.

(This is a good way to use the poetry records and books from the book clubs you receive.)

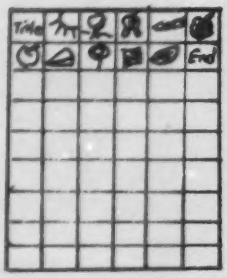
PURPOSE:
Creative writing by setting the mood with music.
(Example: Ghost stories by using Halloween music.)

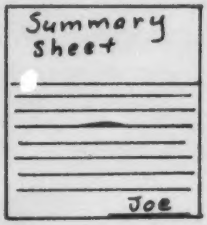
MATERIALS:
- Record player/earphones
- Record
- Pictures (optional)
- Paper/pencils

TITLE: "MOOD WRITING"

Contributor:
Pat Wilson
Deer Creek Elementary
Edmond, Oklahoma

PROCEDURE:





Have students using the Storyboard preparation sheet illustrate and write a summary of a library book they have read. After proofreading and correcting errors, give them film to transfer their story on. Using the individual viewer, the story is ready for sharing and for viewing. The student can also make "featuring" signs to advertise the books illustrated.

PURPOSE:

Sharing a library book by making a filmstrip of it. A different way of book reporting!

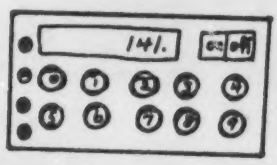
MATERIALS:

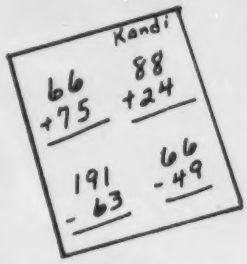
Filmstrip Kit (storyboard, film, colored pencils)
Individual viewer

TITLE: "DRAW-A-BOOK-REPORT"

Contributor:
Pat Wilson
Deer Creek Elementary
Edmond, Oklahoma

PROCEDURE:





Using a small pocket calculator (and adapter, if you don't want to use batteries) have challenging or fact worksheets for children to use. If you have math puzzles or three-part math problems for your more advanced students to work, it is challenging. For your slower students you can use simple facts for practice. They work the problem and then write the answer on a worksheet (can be laminated for reuse) and check the sheet with an answer card.

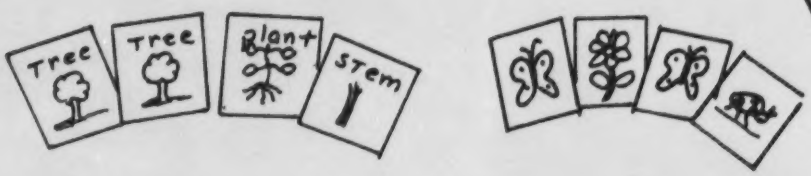
PURPOSE:
For students to practice facts or do more challenging math.

MATERIALS:
Calculator
Fact Sheets

TITLE: "BUSY FINGERS" 141

Contributor:
Helen Thomas
Deer Creek Elementary
Edmond, Oklahoma

PROCEDURE:



Shuffle cards and deal four cards to each player. Student to left of dealer begins game. The student asks anyone playing for a specific vocabulary word. If a match is given, the player has a "book" and takes another turn. If the player doesn't get a match, a card is drawn from the deck. If the matching card is drawn, the player receives another turn. If not, the turn is passed to the next player. Playing continues until all of the deck is used. A player may draw 3 cards at any time if he/she runs out of cards before the deck is used up.

The player with the most books at the end of the game wins.

PURPOSE:

To teach students vocabulary words.

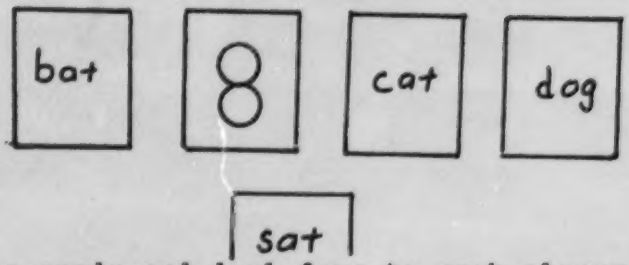
MATERIALS:

Index cards, set of two cards for each word.
Instructions for game.

TITLE: "FISHY FUN"

Contributor:
Helen Thomas
Deer Creek Elementary
Edmond, Oklahoma

PROCEDURE:



Shuffle cards and deal four to each player. Player to left of dealer begins by reading a word in his/her hand and placing it in the center. Next student must have a word with same beginning consonant sound. The player reads word and places it on the stack. Anyone who has an "8" may change the beginning sound, and game continues with new initial sound until an "8" is played and the sound is changed. If a student has a card he/she can't read, the card must be taken back. If a player doesn't have a word with the needed beginning sound, he/she gets three draws to try to get one.

The first one to run out of cards wins.

PURPOSE:

To match words with similar initial consonant sounds.

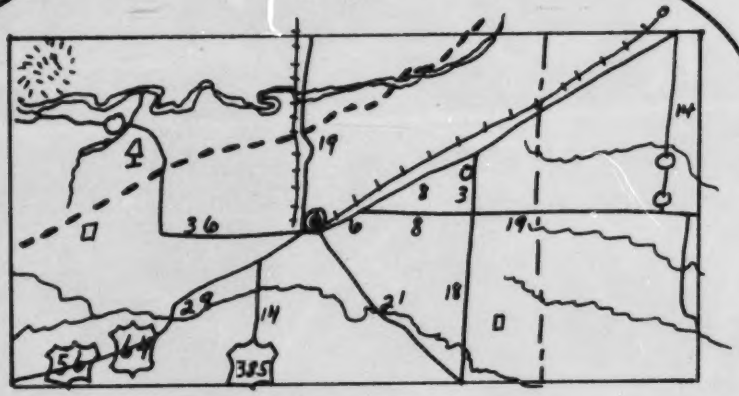
MATERIALS:

Index cards with vocabulary words on them.
Several index cards with "8's" on them.

TITLE: "CRAZY VOCABULARY"

Contributor:
Marvin Williamson
State Dept. of Educ.
Oklahoma City, Okla.

PROCEDURE:



Have students read and complete assignments according to instructions card. Some examples of activities are:

1. Draw highway signs showing mileage in kilometers.
2. Locate your town on a road map and plan a trip that will take you 300 miles from your home.
3. List each town on trip and the kilometers to the next town.
4. Determine the kilometers from your house to school.

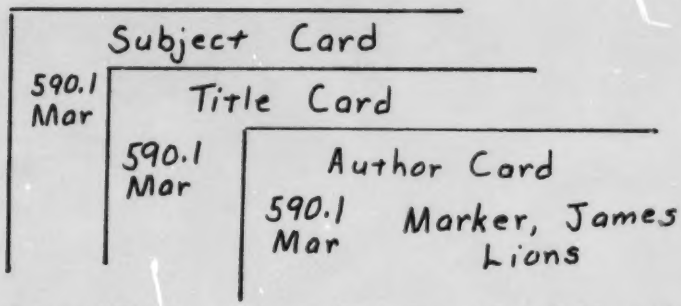
PURPOSE:
To develop metric system skills.

MATERIALS:
Road map
Paper and pencils
Drawing paper and crayons
Instructions card

TITLE: "METRIC KNOW HOW"

Contributor:
Helen Thomas
Deer Creek Elementary
Edmond, Oklahoma

PROCEDURE:



Student is to find an example of each of the three kinds of catalog cards in learning center "card catalog". The student identifies what kind of card he/she is using and answers the following questions:

1. What is the title of the book?
2. Who wrote the book?
3. How many pages are in the book?
4. What company published the book?
5. What year was the book published?

On completion master lists are checked to see if work was done correctly. Also work can be double checked by using the books.

PURPOSE:

To be able to identify subject, author and title cards.

MATERIALS:

Index cards made into subject, author and title cards, and a master sheet with information.
Narrow box to hold cards (learning center card catalog)
Library books
Directions printed on first card.

TITLE: "CARD CATALOG CORNER"

Contributor:
Pat Wilson
Deer Creek Elementary
Edmond, Oklahoma

PROCEDURE:

Use a large outline map of the United States, with the states outlined. Place a small piece of two-sided tape in each state, or at the side of the smaller eastern states. Laminated states, or capitals, or abbreviations, labels listing all 50 to be placed on the tape. (Labels laminated on both sides will last longer, as well as the tape.)

Students can use this center individually or in a small group. Have a copy of the United States or list a page in the Social Studies book they can look on to check their work. Little individual charts can be kept by the student to see if progress is being made.

PURPOSE:

Gives practice on naming United States and capitals by giving a visual picture of where each are located.

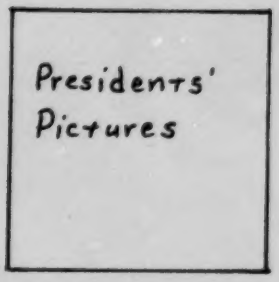
MATERIALS:

- Bulletin Board
- Large poster paper or map of United States (outline, blank)
- Two-sided tape
- Laminated labels of states/capitals

TITLE: "CAN YOU LABEL THE STATES" or "CAN YOU LABEL THE CAPITALS"

Contributor:
Dorothy Woolbright
Deer Creek Elementary
Edmond, Oklahoma

PROCEDURE:



Having obtained pictures of all presidents and necessary information:

Have president's name on each picture; on separate cards, have printed name, date in office and some facts that happened during his presidency. Match picture with information and arrange in chronological order.

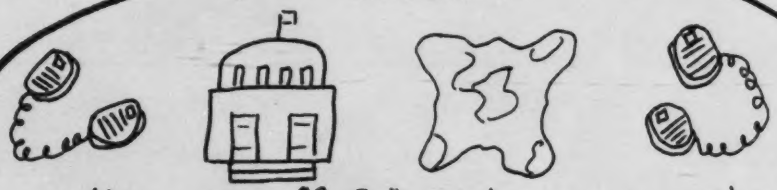
PURPOSE:
To teach students the presidents and sequencing.

MATERIALS:
Pictures of presidents
Dates in office
Pertinent information on each president

TITLE: "PRESIDENT PIX"

Contributor:
Clarice Roads
State Dept. of Educ.
Oklahoma City, Okla.

PROCEDURE:



Use your "C.B." while touring the country visiting capitol buildings and other points of interest.

Separate worksheets with instructions have been provided for the three titles listed below. Additional pages may be easily compiled by using the suggested reference books.

PURPOSE:
To provide practice in the use of dictionaries and atlases.

MATERIALS:
Worksheets, pencils, keys
Map of United States, Atlas
Geographical dictionary
C.B. Dictionary

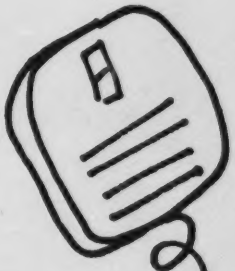
TITLES: "10-4" GOOD BUDDY
"HERE ARE THE CAPITALS!"
"ANIMAL TREK"

"10-4" GOOD BUDDY!

Listed below, you will find the names of various cities in the U.S. in C.B. "Slanguage". Using a C.B. dictionary, identify the real name of the city and the state where it is located.

C.B. NAME	REAL NAME	STATE
1. Watergate Town		
2. Gambling Town		
3. Bay City		
4. Choo Choo Town		
5. Okie City		
6. Hill Town		
7. Steel Town		
8. Windy City		
9. Oil City		
10. Motor City		
11. Guitar Town		
12. Big T		
13. Cigar City		
14. Bean Town		
15. Gateway City		
16. Shaky City		
17. Hot Town		
18. Monkey Town		
19. Big Apple		
20. Big "A" Town		
21. Tinsel Town		
22. Beer City		
23. Derby City		
24. Superdome City		
25. Big D		

Answer sheet at end of unit.



"HERE ARE THE CAPITALS!"

Juneau	Lansing	Tallahassee
Atlanta	Topeka	Springfield
Frankfort	Indianapolis	Bismarck
Jackson	Raleigh	Santa Fe
Helena	Madison	Oklahoma City
Boston	Austin	Olympia
Carson City	Harrisburg	Nashville
Albany	Concord	Providence
Salem	Trenton	Honolulu
Pierre	Columbia	Denver
Salt Lake City	Augusta	Little Rock
Montpelier	Annapolis	Baton Rouge
Cheyenne	Lincoln	St. Paul
Des Moines	Jefferson City	Richmond
Boise	Phoenix	Columbia
Hartford	Montgomery	Charleston
Sacramento	Dover	

"ANIMAL TREK"

Listed below are names of towns that are also names of animals. Using an atlas or Webster's Geographical Dictionary, write the name of a state, for example: Antelope, California.

1. Antelope (other than Calif.)
2. Beaver
3. Beaverton
4. Big Bear City
5. Big Otter
6. Bison
7. Bronco
8. Bruin
9. Buckhead
10. Buckskin
11. Buffalo
12. Bull Shoals
13. Cat Spring
14. Coyote
15. Deerfield
16. Deer Trail
17. Elk
18. Elk City
19. Elkhart
20. Elk Horn
21. Fawnskin
22. Fox
23. Fox Lake
24. Gazelle
25. Gibbonsville
26. Gila Bend
27. Grizzly Flats
28. Horse Shoe Bend
29. Kodiak
30. Moose Pass
31. Mousie
32. Muleshoe
33. North Wolf Lake
34. Redfox
35. Squirrel
36. Squirrel Island
37. Whitehorse
38. Wolf Creek
39. Wolflake
40. Wolverine

Answer key to "10'4" GOOD BUDDY!

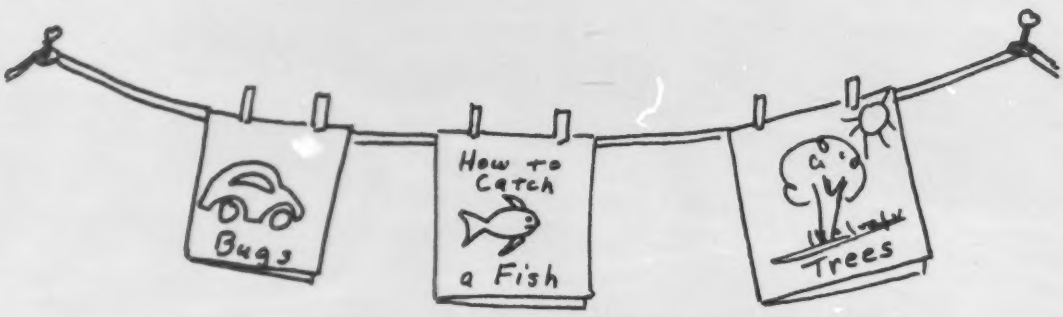
1.	Watergate Town	Washington D.C.	
2.	Gambling Town	Las Vegas	Nevada
3.	Bay City	San Francisco	California
4.	Choo Choo Town	Chattanooga	Tennessee
5.	Okie City	Oklahoma City	Oklahoma
6.	Hill Town	San Francisco	California
7.	Steel Town	Pittsburg	Pennsylvania
8.	Windy City	Chicago	Illinois
9.	Oil City	Tulsa	Oklahoma
10.	Motor City	Detroit	Michigan
11.	Guitar Town	Nashville	Tennessee
12.	Big T	Tucson	Arizona
13.	Cigar City	Tampa	Florida
14.	Bean Town	Boston	Massachusetts
15.	Gateway City	St. Louis	Missouri
16.	Shaky City	Los Angeles	California
17.	Hot Town	Atlanta	Georgia
18.	Monkey Town	Montgomery	Alabama
19.	Big Apple	New York City	New York
20.	Big "A" Town	Albuquerque	New Mexico
21.	Tinsel Town	Hollywood	California
22.	Beer City	Milwaukee	Wisconsin
23.	Derby City	Louisville	Kentucky
24.	Superdome City	New Orleans	Louisiana
25.	Big D	Dallas	Texas

APPENDIX

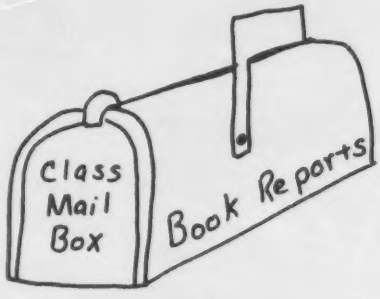
BOOK REPORTS

Instead of the usual "information and paragraph form" used by so many, try some of the following variations in some of the centers.

Design a book cover for favorite book. Display on a clothesline.

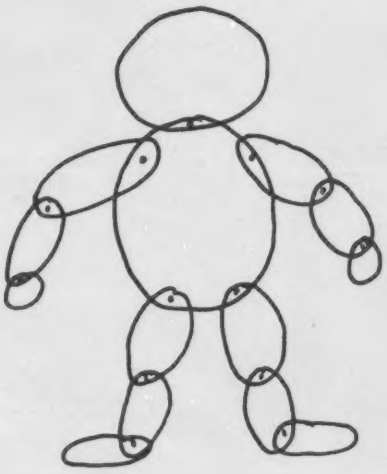


Write a letter to someone telling them why you liked a certain book. Provide class mailbox and read the mail on Friday, for example.



Dress up as a character from the story and tell class about yourself.

Design, draw and cut out large character from story. Draw character in parts (head, body, arms, legs, hat, etc., and attach to each other with brads).

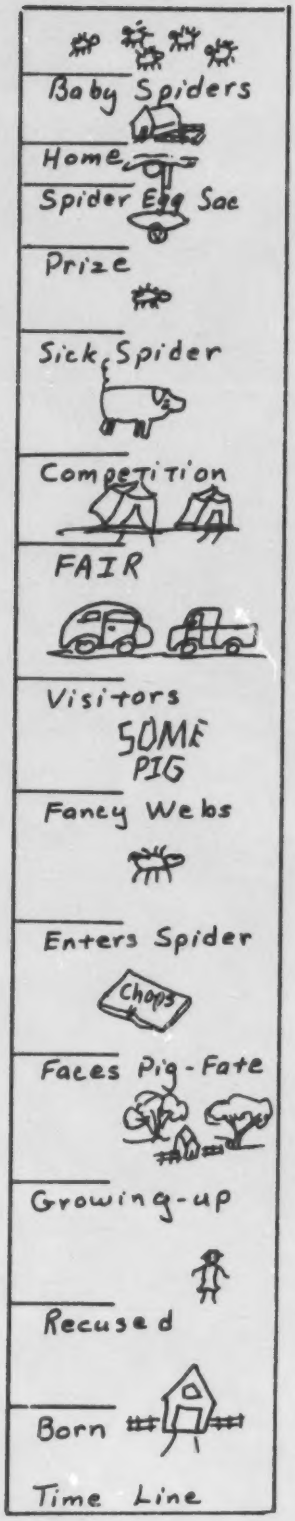


Read a book with a friend in the reading corner. Take turns reading pages to each other.

Design a bookmark and posters to be used during Children's Book Week.

Let everyone who has read the book color a mural to share by hanging it in the hall.

Read favorite page to class.



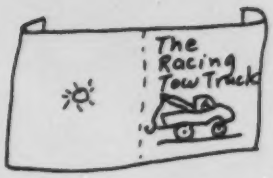
Make a diorama of one scene from a book.

Write a TV commercial for the book. Color some pictures to be shown on the commercial.

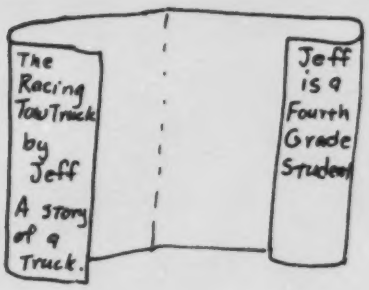
Make a time line for important events in the book showing the dates the events took place.

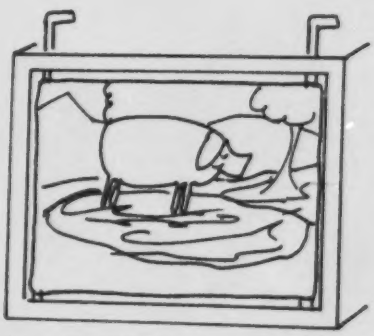
Write a radio commercial for the book. Remember words must sell.

Write a description of one major character from the story. Draw a picture of the character to go with the description.



Write your own book. Illustrate it and design book cover. Share with a friend.

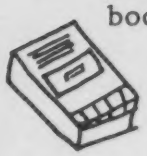




Retell the story by making a scroll for the "TV" or scroll theater. (The plans for the construction of a "TV" are included in the curriculum guide.

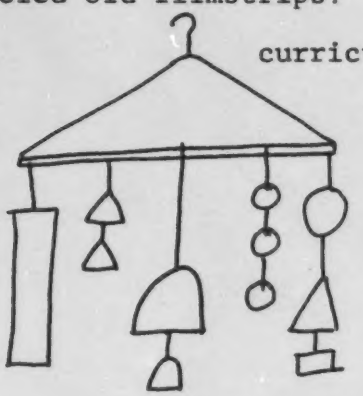
Make a comic strip of a favorite part of the story.

Use tape recorder for nonreader to tell why he liked a book that was read to him/her.



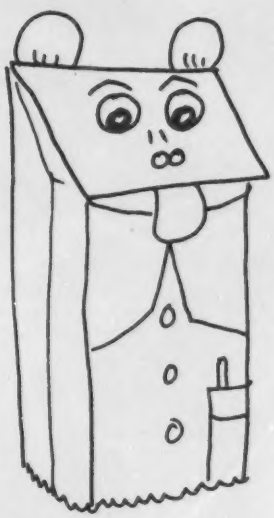
Hold a mock book sale. Each student must be a salesman and must "sell" his/her book.

Design, draw and color a filmstrip. Use write-on film or recycled old filmstrips. Storyboard guide is included in the curriculum guide.



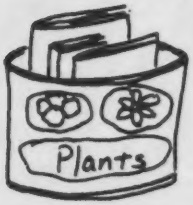
Create a mobile. Draw each character or scene to be used. Hang by fishing line from a hanger or short piece of doweling.

Design and make a puppet to go with a book. It may be one of the major characters or a story narrator. Use lunch bags for simple and inexpensive puppets.



Make a book banner from construction paper or felt.

BOOK DISPLAYS



Obtain gallon ice cream cartons, cover with pictures, add paperbacks and place in center.

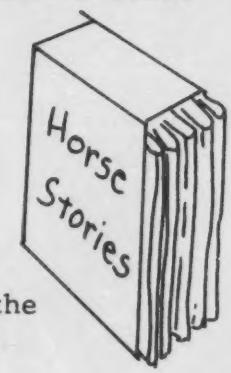
Place several paperbacks in boxes attached to wall, sides of cabinets, closet doors, etc.

Hang actual book covers from clothesline. Vary by having fiction line, science line, sports line, etc.

Provide a reading corner. Create atmosphere by adding carpet square, pillow for comfort, and poster on wall. Create space to be alone by using large carton.

Use a plastic milk carton crate to hold books in a small group reading center. One crate will hold a classroom supply if desired.

Variation - use large basket.



Make book caddie or slipcase from small box. Decorate and add several paperbacks on the same subject.

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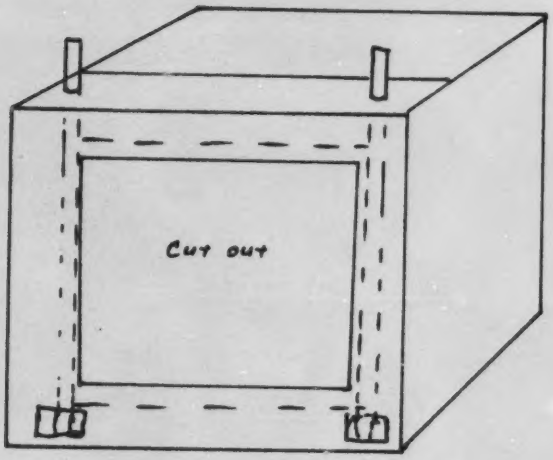
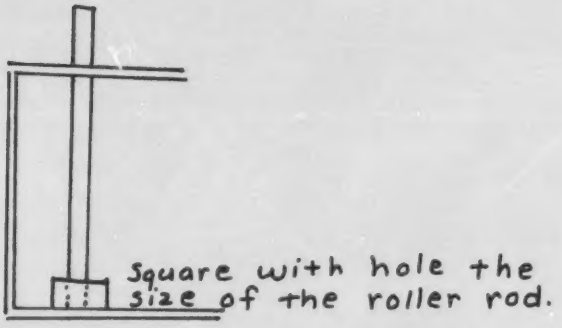
"TV" SCREEN

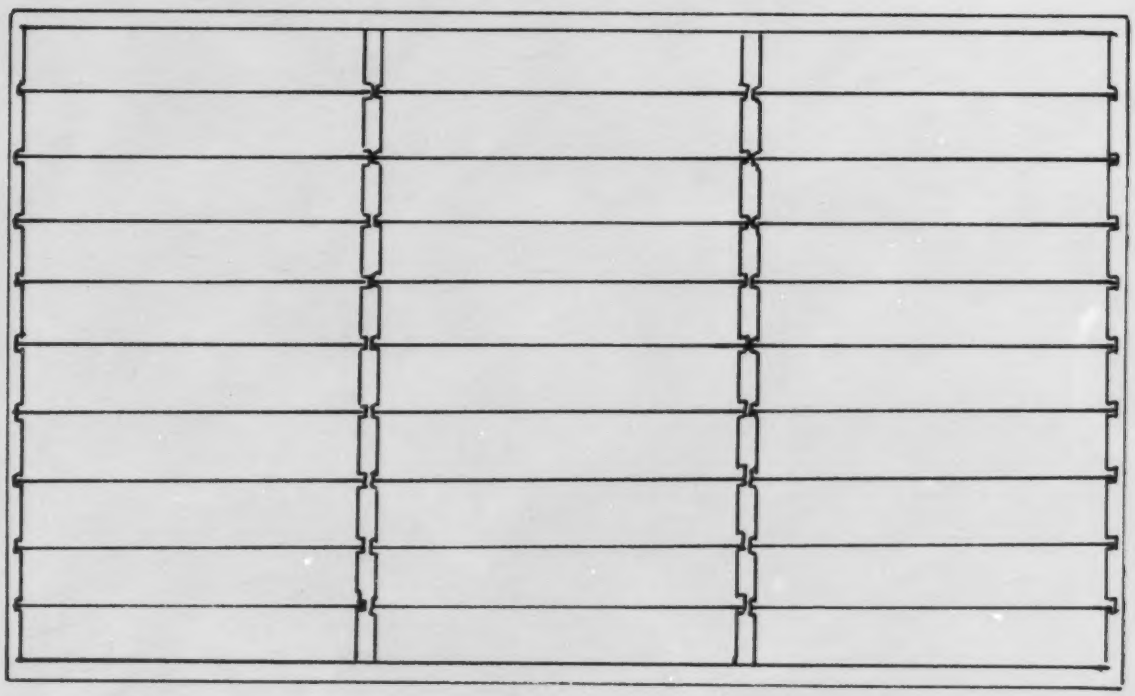


Construct a classroom "TV" screen from a cardboard box or wood scraps. The wood model will last many years and is worth the extra time required. Use 2" x 2" wood pieces for frame and cover with thin plywood. The cut-out needs to be at least 10" x 12" to accomdate 12" high paper roll. Cut 2 broom sticks or doweling rods to use as rollers. Nail 2 squares of wood that have a hole drilled in them the size of the roller rod, on the bottom inside of the "TV". (See below.) This will hold the rod in place when in use. It is helpful if the top section surrounding the rods is removable. The scrolls will not receive as much damage if entire unit can be lifted from the box. When the box is completed, staple or tape students' story scroll to the rods and insert into box. Let the students tell story while one turns rod.



STUDENT MAILBOX

A permanent student mailbox is a terrific aid for the teacher using multiple learning center instruction. It may be utilized as a place for individual instructions or as a collection point instead of file folders for completed worksheets. The one below is 33" x 23" x 12 1/2". Each compartment measures 10" x 2" x 12 1/2" and the box is constructed so that the individual dividers may be removed allowing larger spaces if needed.



Student Mailbox used by: Yvonne Wood
Tuttle Lower Elementary
Tuttle, Oklahoma

Learning Center Record Sheet

Student's Name_____

Name and Number of Learning Center	Date Begun	Date Finished	Teacher's Comments

_____ Learning Center

Personal Record of _____

Activity	Starting Date	Completion Date	Student Comments	Teacher Comments

Individual Record Sheet

Name_____ Teacher_____

Centers Completed	Date	Evaluation
Projects Worked On		**Evaluation**
Skill Builders Used		**Evaluation**
Reading: Math:		

Student's Activity Inventory

Topic _____

Name	Center Activities									
	1	2	3	4	5	6	7	8	9	10

Teacher's Checklist

Learning Center Activities

Math _____

Reading _____

Writing _____

Art _____

Additional _____

_____

_____

_____

Individual activities _____

_____

_____

_____

_____

Group activities _____

_____

_____

_____

Special activities (field trips, guest speakers...) _____

_____

_____

REMEMBER! _____

_____

_____

_____

Learning Center Checklist

Topic _____

Objectives _____

_____

_____

Displays to be used _____

_____

_____

A-V Software _____

_____

_____

Library Books

_____

_____

_____

_____

_____

Art Supplies

_____

_____

_____

_____

_____

Worksheets / Learning Materials

_____

_____

_____

_____

Special Equipment _____

_____

_____

_____

_____

Student Observation Sheet (by the teacher)

Duplicate a chart (see next page) with each student's name on it. Keep the chart handy. Throughout the day, make note of any academic/behavior observations that would be helpful when planning next week's Student Programs.

Example:

Amy	Group with Jeff and Sue at Science Center
Joe	Completed all activities in Math I Center
Jeff	Check math folder
Helen	Excited over microscope

Name OBSERVATION SHEET Date

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Contract Form

Name _____

Write the numbers of the Learning Centers you plan to do each day.

Circle the numbers of the Learning Centers you complete.

Date	Learning Center Numbers											

My Plans

Name _____ Week of _____

Write the number of each center you plan to do each day. Write also what you plan to do during any free time you have.

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

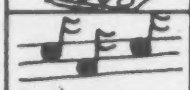
Friday _____

Non-reading Student's Weekly Contract

The use of pictures provides the non-reading student with the clues to follow for his/her learning center activities. Numbers may be used to denote the work sequence. Specific task notes may be added by the teacher. The student may color an ice cream dip on a cone or the learning center picture on the contract schedule as he/she finishes each center. Duplicate chart (next page) for each.

example:

Jim

Centers	Monday	Tuesday	Wednesday	Thursday	Friday
ABC	2	3	4		"Redo" 4
"1,2,3"	1	2		4	
	Box 3	Draw picture			
		Tape 5			
	3				
	Finish 4		Start Lesson 6		
	Conference 9:30				Free Time

Name: _____

Student's Weekly Contract Schedule

Centers	Monday	Tuesday	Wednesday	Thursday	Friday

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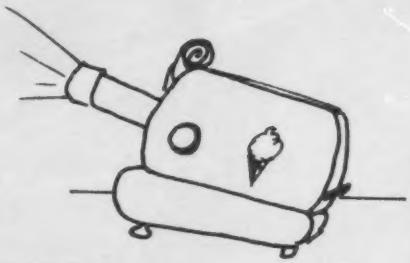
Learning Center
Filmstrip Review



Filmstrip title_____

_____

Student's name_____

Name two things you learned from the film._____

_____

_____

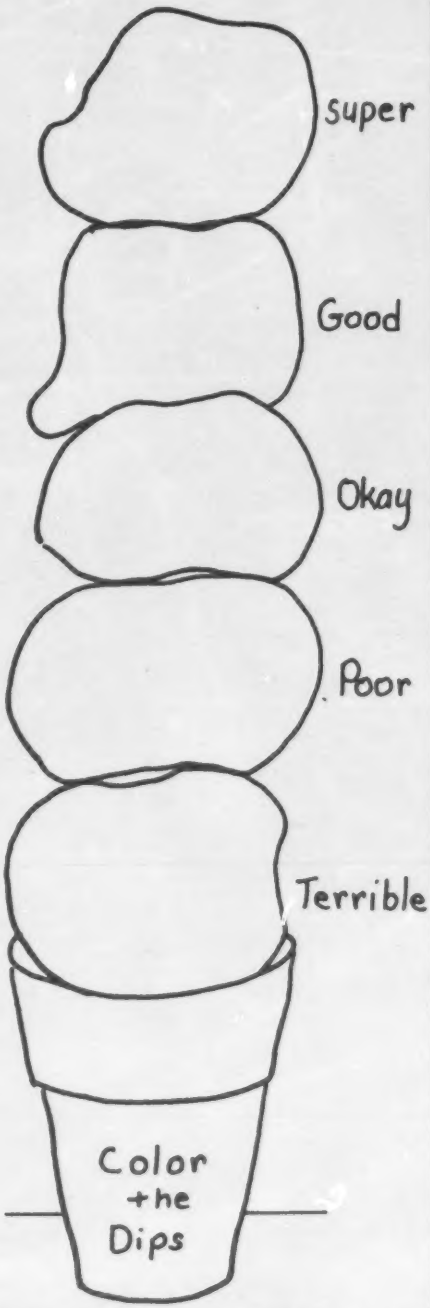
_____

Draw something you saw in the film.

Name _____

Date _____

This Week Was:



Tell why you colored the ice cream cone as you did.

Official Contract

For this week of

_____,

I, _____

agree to visit Learning Center Numbers _____ and complete the assigned tasks.

Signature _____

Witnessed by _____

Date _____

Congratulations
The Good Worker Award

is being presented to

_____ (student)

for finishing everything today.

Signed:

_____

date:

_____

Official Certificate !

This certificate is awarded

to _____

for fulfilling the contract and completing the work promised for the week of _____.

_____

Teacher's Signature

Contract

I, _____,

promise to complete

pages _____

in the subject of _____

on or before _____.

If I cannot complete this assignment on or before that date, I understand that: _____

_____

_____

_____

Student Signature _____

Teacher Signature _____

Schedule

Teacher _____

Grade _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday
	recess	recess	recess	recess	recess
	lunch	lunch	lunch	lunch	lunch
	recess	recess	recess	recess	recess

MY CALENDAR

Name _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

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Name _____ Date _____

Readiness Skills Checklist

Skill	Mastered

Name _____ page _____

Center Topic _____

Use	Do	Check
		Teacher's Check

CONTRACT

(Student) _____ with (Teacher) _____

Subject _____

What I want to find out:

_____

_____

_____

_____

How I will show what I learned:

_____

_____

_____

Due Date: _____

Consequences: _____

_____

_____

_____

Contract

Name: _____ Date: _____

Planning Date: _____

Subject of my Study: _____

What I want to find out: _____

_____

_____

_____

_____

Evaluation: _____

_____

Signed: _____ (Student) _____ (Teacher)

Developmental Task Checklist

Each student, being an individual, has his/her own rate of growth. Use the chart on the next page to outline the different skills or stages for a learning task and check when accomplished. This is a useful item to have in the student's folder at parent-teacher conference time.

	LOCOMOTION
	walk
	run
	hop
	jump
	skip
	COORDINATION
	balance-right foot
	balance-left foot

	MULTIPLICATION
	0's
	1's
	2's
	3's
	4's
	5's
	6's
	7's

Developmental Task Checklist

Birthday: _____

Name: _____ Handedness: _____

Name

Date

WEEKLY STUDENT PRESCRIPTION SHEET

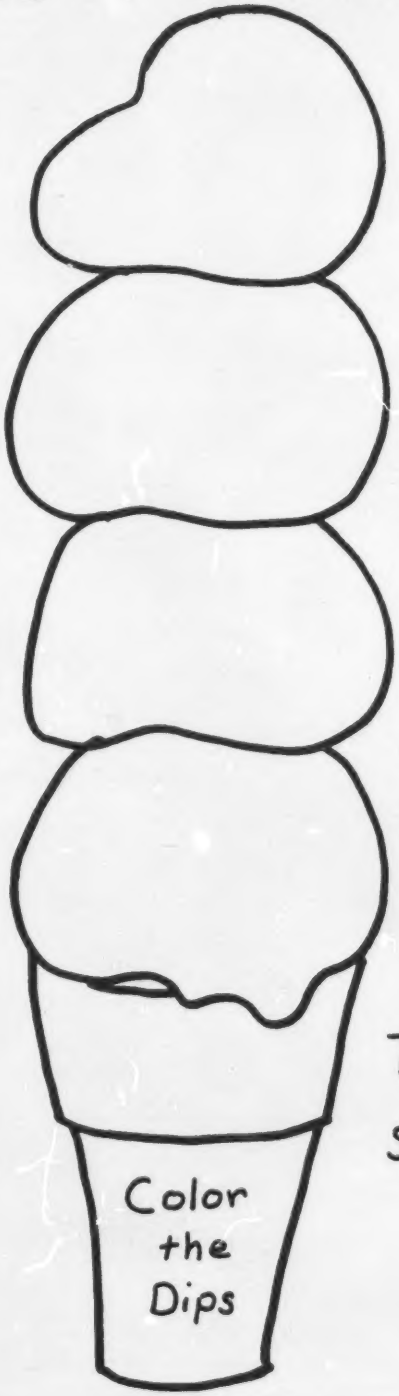
Date	Educ. Objective	Materials/Techniques	Evaluation Performance	Completion

ONGOING STUDENT PRESCRIPTION RECORD

Name _____ Birthdate _____

Tests	Educ. Goals/Objectives	Methods-Materials-Techniques	Evaluation

INDEPENDENT STUDY



I have evaluated my project.

I have finished my project.

I have collected information.

I have made my study plans.

Topic _____

Signed _____

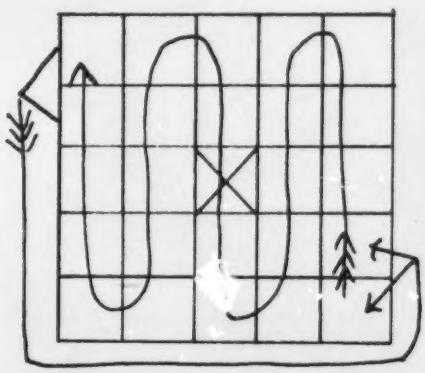
Bingo-Type Games

See the next two pages for:

Beginner level
Usual Game Board

Bingo is easily adapted to reading skills and math games. Devise an activity for math facts, blends, synonyms, spelling words, etc. and place randomly on cards. Play accordingly to usual Bingo rules.

For usual game, choose 24 words or math facts and write them in ramdom order in squares on first card. Then, using the same words, take the words from the first 2 squares and write them in the last 2 spaces on the second card. The remainder of the words move up 2 spaces. Twelve different cards are possible with only one child being able to win each game.



BINGO

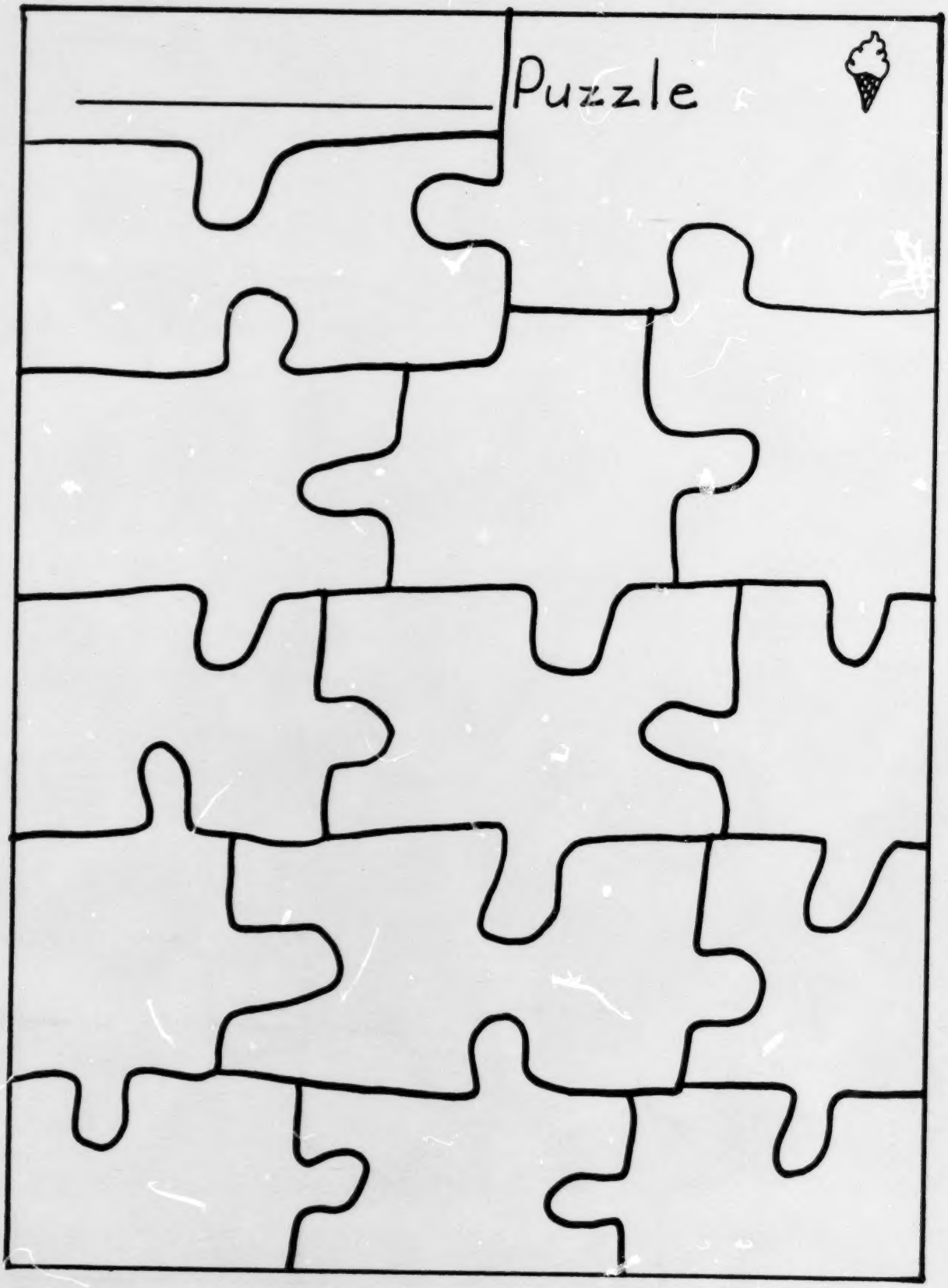
BINGO

Sequence Picture Puzzle

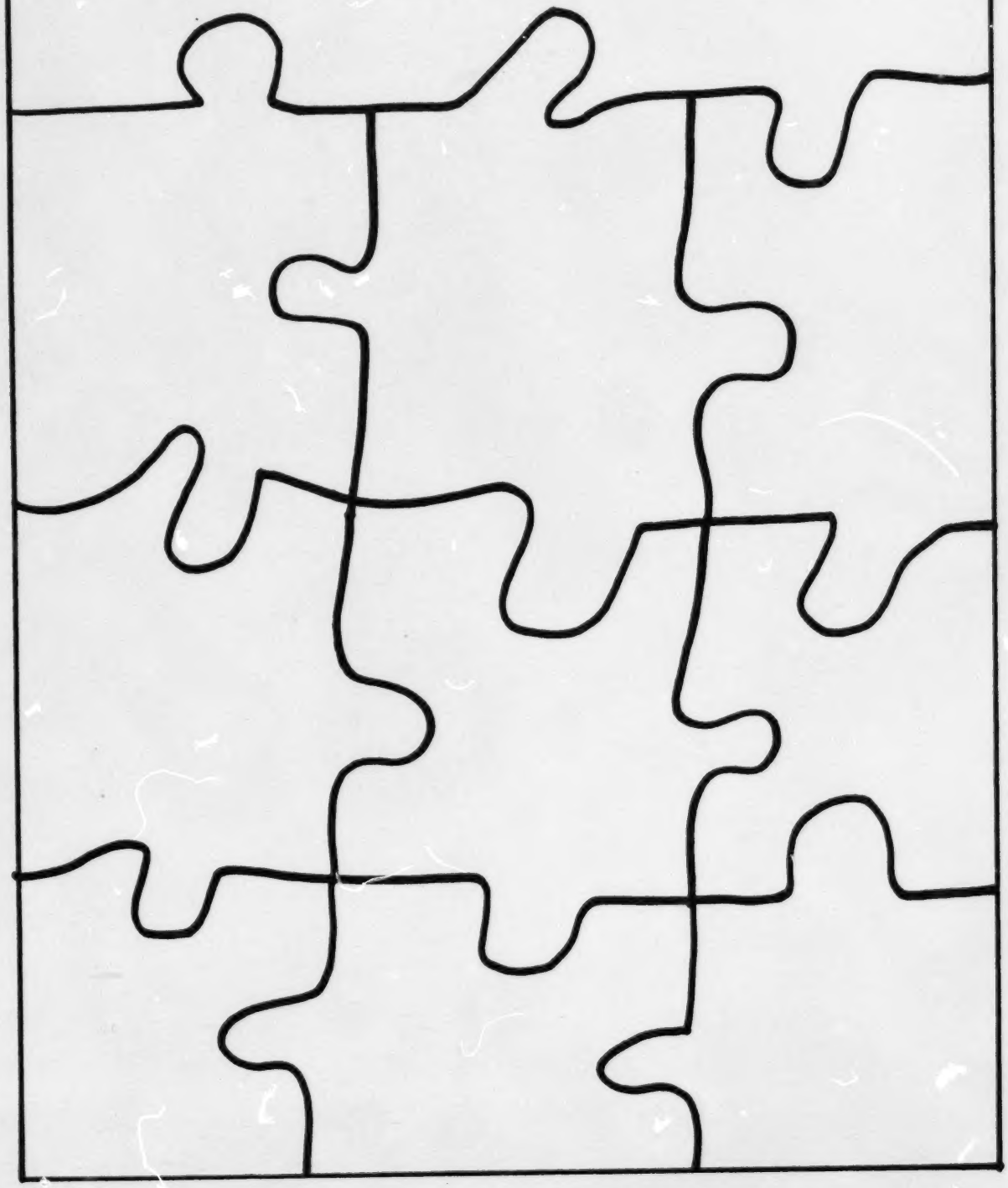
Draw a story. Paste this page on cardboard. Cut apart to make a puzzle. (Number sections on the back.)

Sequence Picture Puzzle

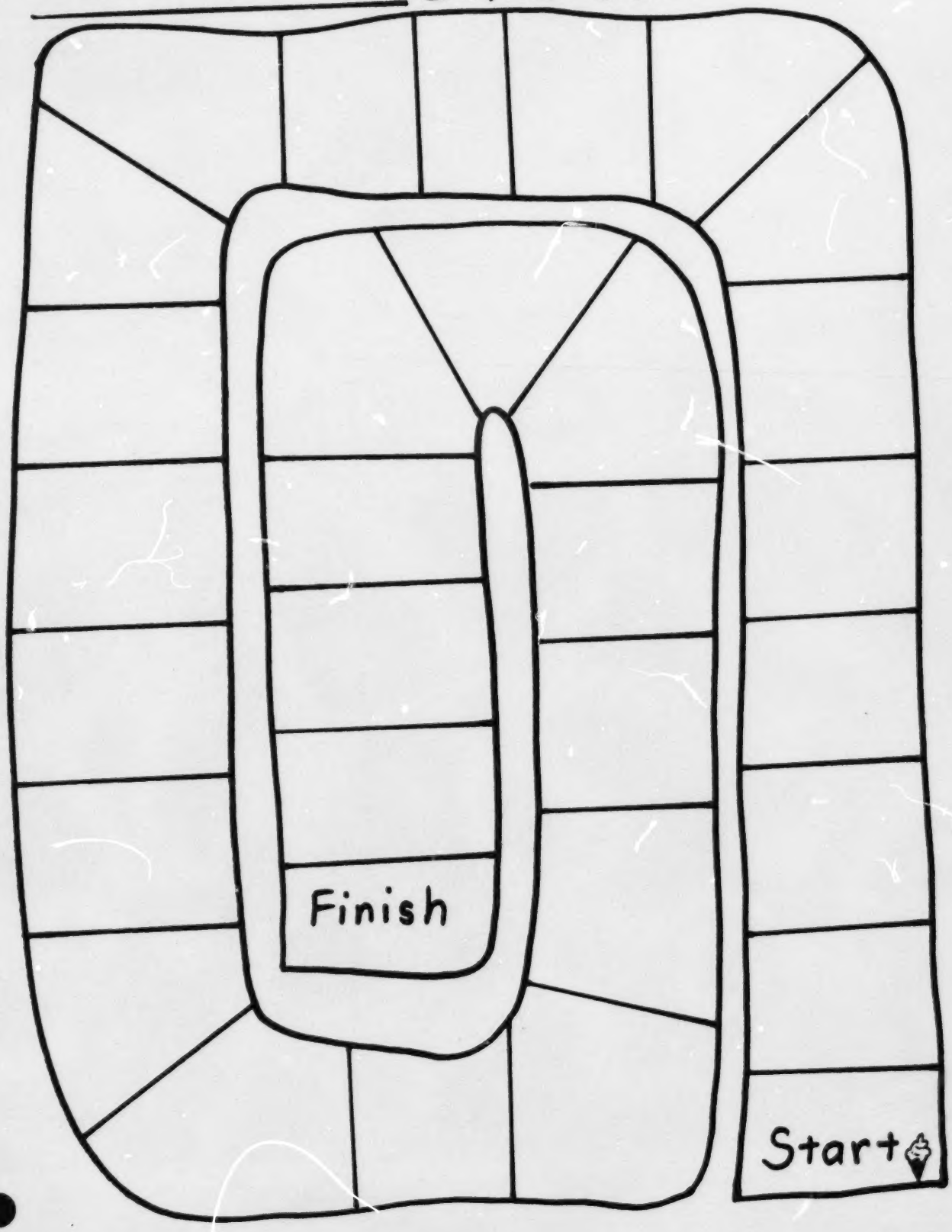
Draw Story. Color. Paste this page on cardboard. Cut apart. Share with a friend. (Number Sections on the back.)


Puzzle

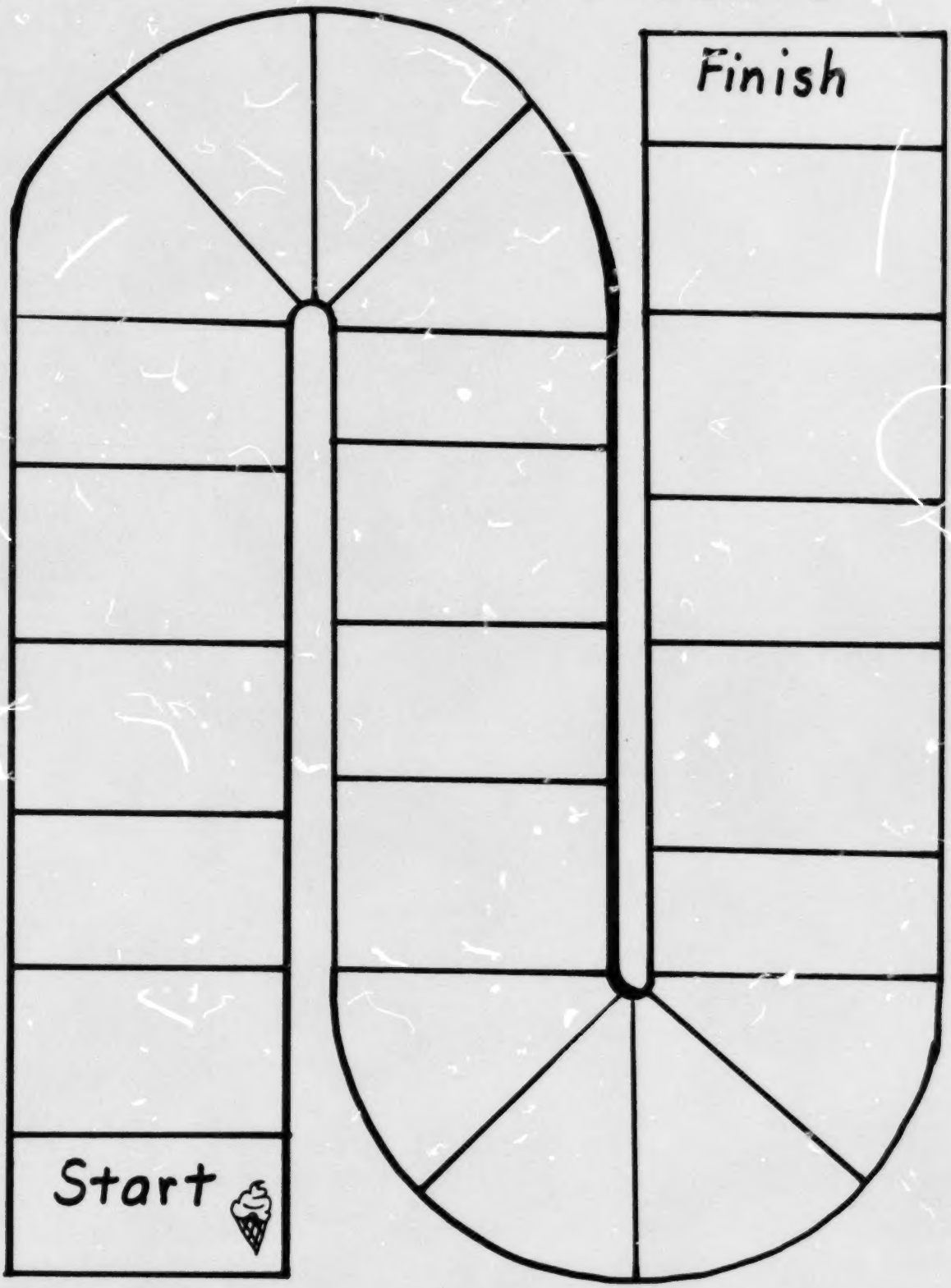
The Parts of a _____



Game Board



_____Game Board



204

MY VERY OWN GRAPH

about _____

by _____

GRAPHING

My Progress In Addition, Subtraction, Multiplication and Division Quizzes

Name _____

Number of Correct Answers

Date

_____ minutes for timed quiz.

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Name _____ Date _____

_____ Chart

Multiplication Chart

X	0	1	2	3	4	5	6	7	8	9
0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9
2	0	2	4	6	8	10	12	14	16	18
3	0	3	6	9	12	15	18	21	24	27
4	0	4	8	12	16	20	24	28	32	36
5	0	5	10	15	20	25	30	35	40	45
6	0	6	12	18	24	30	36	42	48	54
7	0	7	14	21	28	35	42	49	56	63
8	0	8	16	24	32	40	48	56	64	72
9	0	9	18	27	36	45	54	63	72	81

Addition Chart

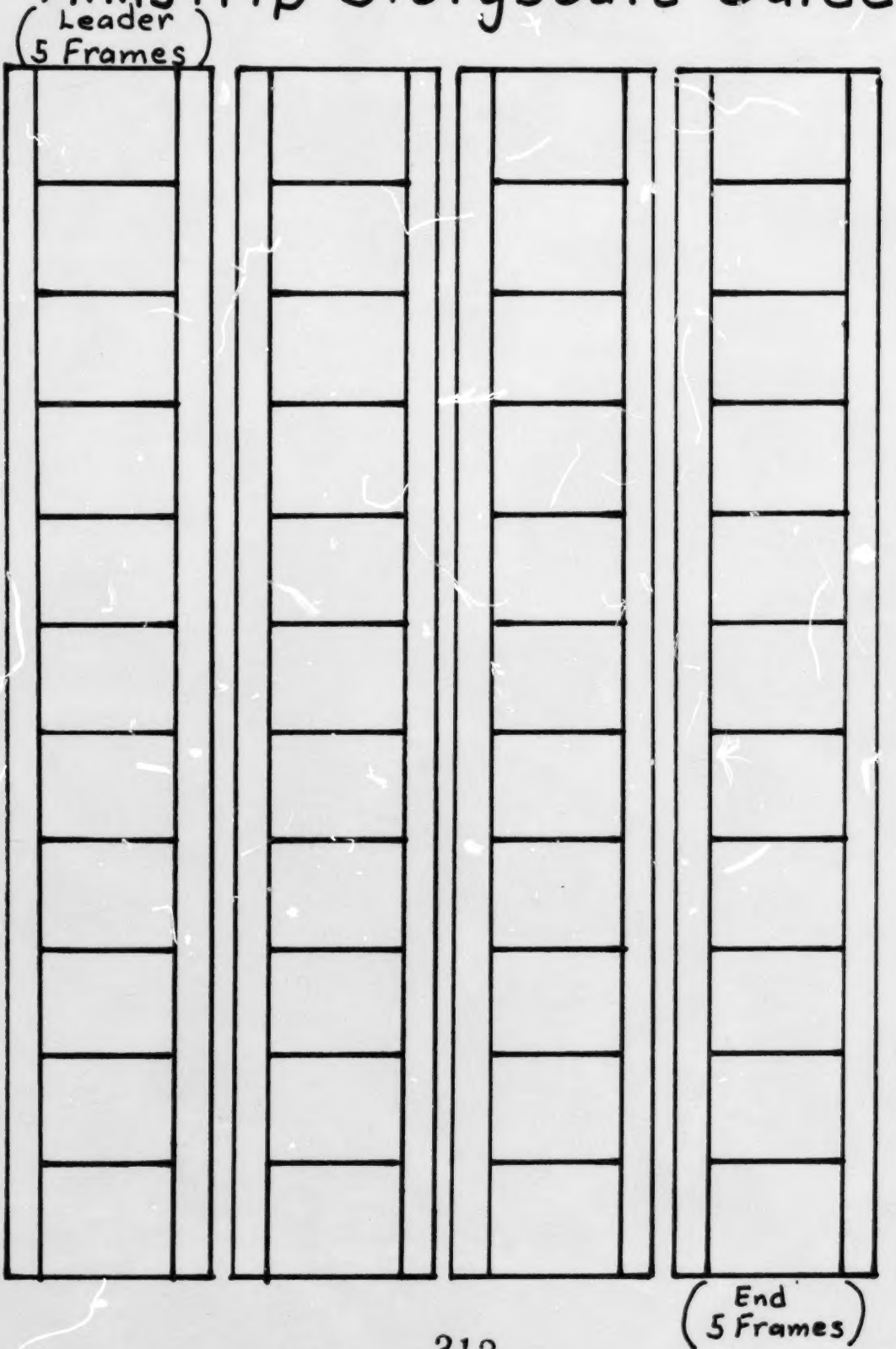
+	0	1	2	3	4	5	6	7	8	9
0	0	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9	10
2	2	3	4	5	6	7	8	9	10	11
3	3	4	5	6	7	8	9	10	11	12
4	4	5	6	7	8	9	10	11	12	13
5	5	6	7	8	9	10	11	12	13	14
6	6	7	8	9	10	11	12	13	14	15
7	7	8	9	10	11	12	13	14	15	16
8	8	9	10	11	12	13	14	15	16	17
9	9	10	11	12	13	14	15	16	17	18

Word Search or Crossword Puzzle Form

Name_____

Date_____

Filmstrip Storyboard Guide



Storyboard Guide for Slides

Make transparency of completed drawings. Cut apart. Insert into Slide-Mounts.

213

224

214

Dear _____,

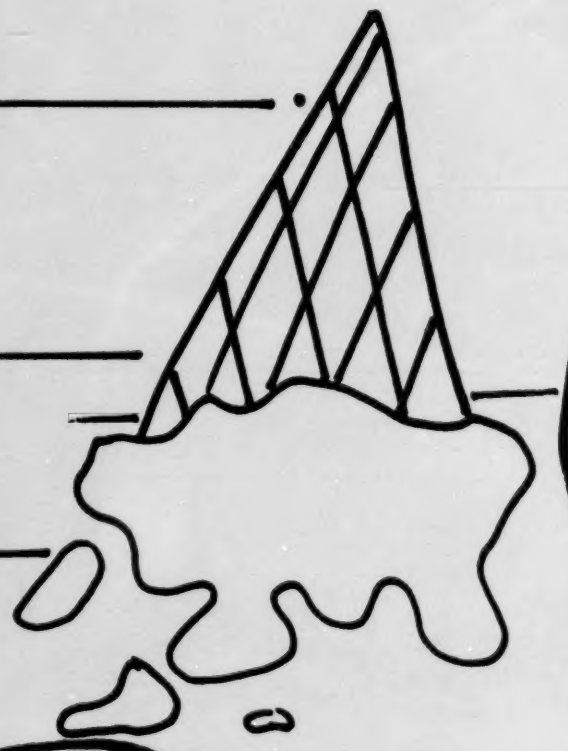
Please clean up this mess by _____.

Signed

_____

Date

_____



Dear _____,

Please do this over!

_____

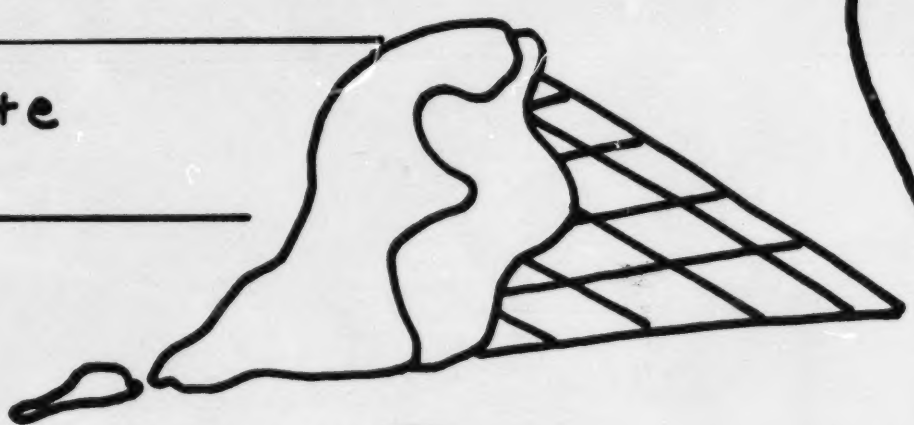
_____

signed

_____

Date

_____



IMPORTANT!

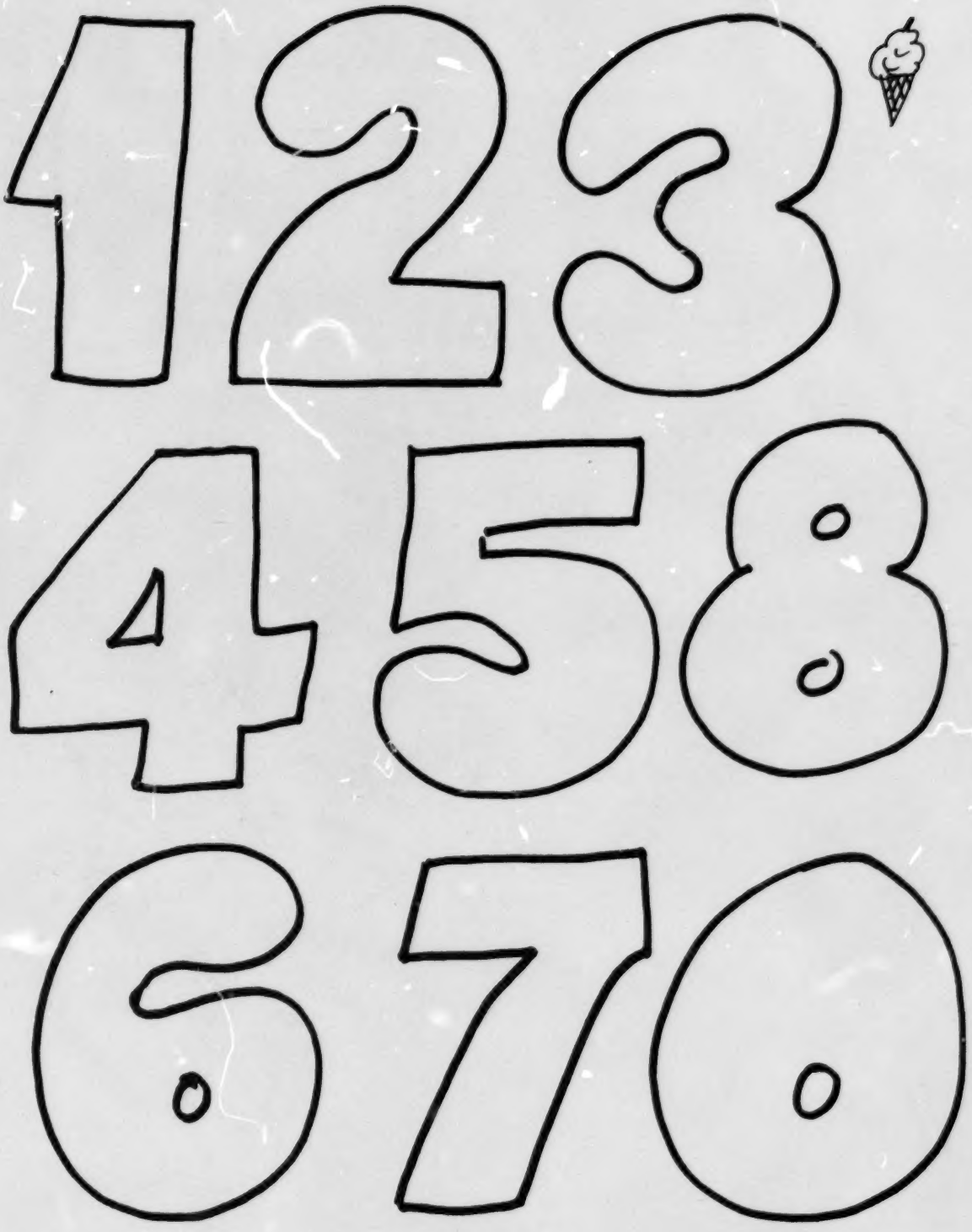
Student Name _____

Please bring the attached notice back to school tomorrow!

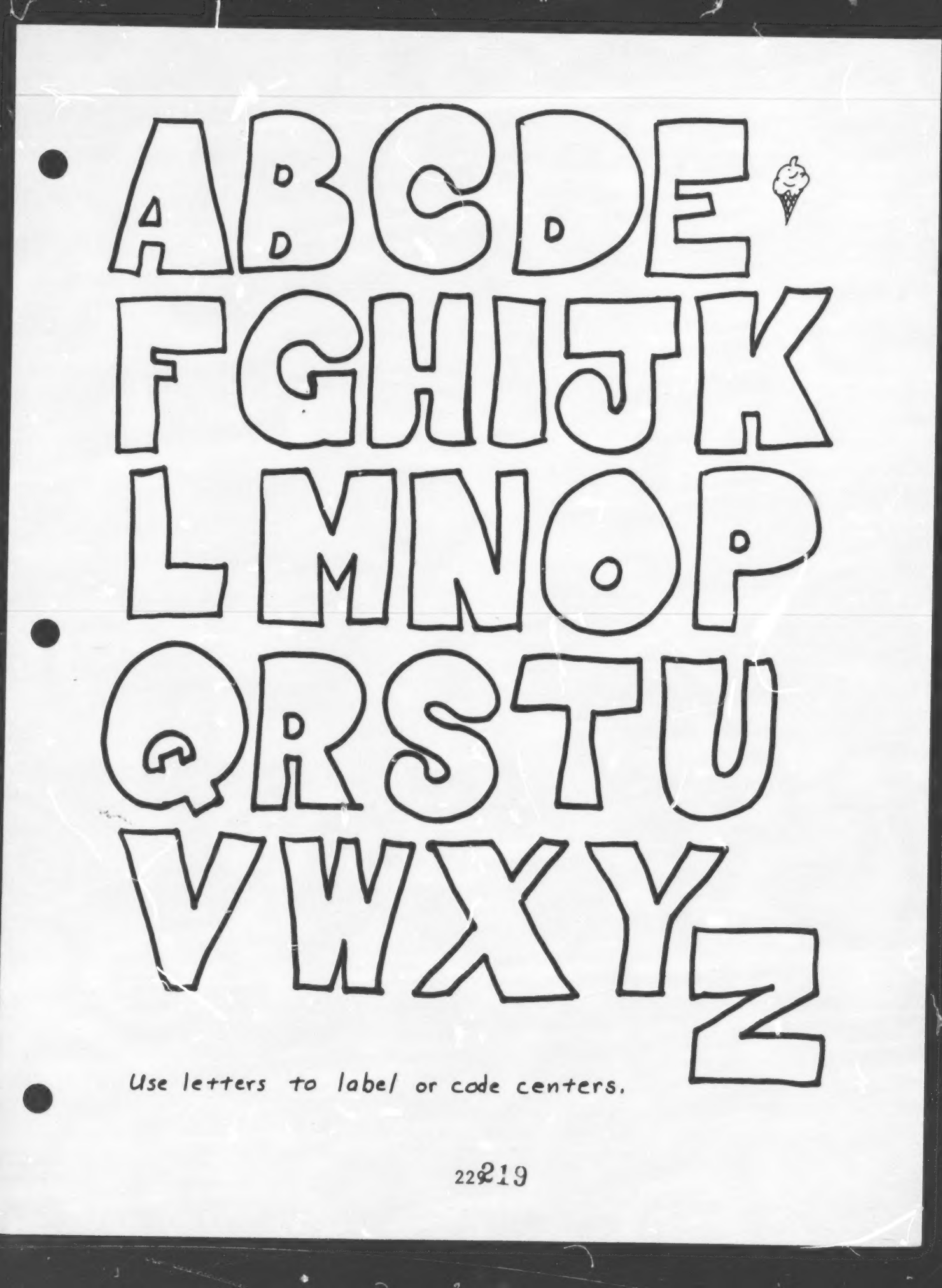
Date _____

1. Did someone need to sign it?
2. Where will you put it? (pocket, lunch pail, backpack, etc.)

Don't Forget!



Number patterns to use to decorate or code centers.



Use letters to label or code centers.

From a principal's viewpoint...

Effective principals are instructional leaders and act as 'change agents' for their school. Administrators should be fully educated in the methods and techniques of the utilization of learning centers in classrooms and how they help in the individualized education for each student. Centers can be created to instruct, reinforce, review or enrich a skill or concept. The learning center approach to education is an organizational framework that personalizes learning and meets each individual student's needs. For learning-centered education to operate successfully in a school there should be solid agreement between teachers and principal on their purpose and desirability.

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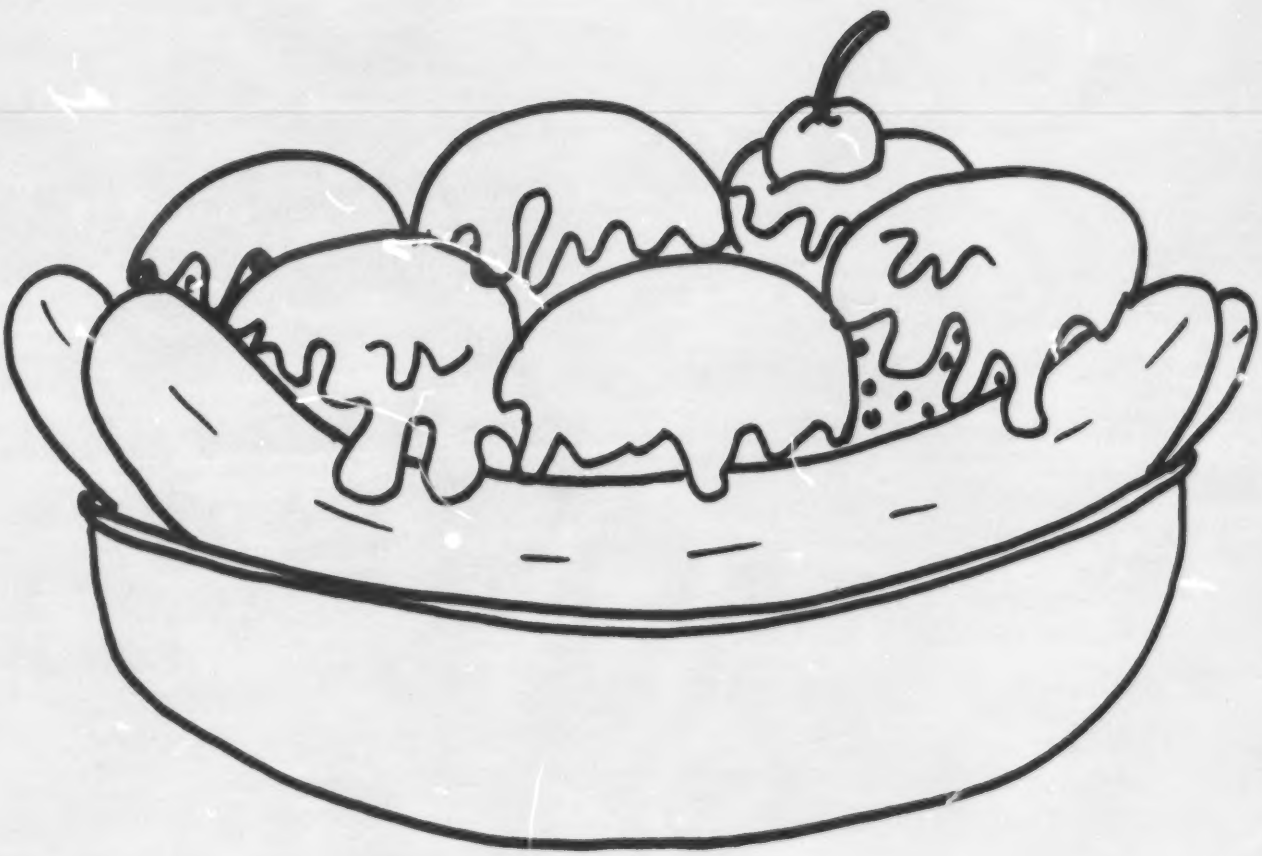

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Thomas, John I. Learning Centers: Opening Up the Classroom. Holbrook Publishers, 1975. text ed. $12.95. pb. $8.95.

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Lollipops, Ladybugs, and Lucky Stars. Good Apple, Inc. Box 299, Carthage, Illinois 62321.

DIRECTORY OF PUBLISHERS

A.C.E.I. Association for Childhood Education International
3615 Wisconsin Avenue N.W.
Washington, D. C. 20016

Acropolis Books Ltd.
Colortone Building
2400 17 Street N.W.
Washington, D. C. 20009

Addison Wesley Publishing Company
Reading,
Massachusetts 01867

Aileen Reed Linscome Books
Greeley,
Colorado 80631

Alfred A. Knopf, Inc.
201 East 50 Street
New York, New York 10022

California Reading Association
300 Irvine Avenue
Suite 211
Newport Beach, California 92660

Carson-Dellosa Publications
Post Office Box 628
Akron, Ohio 44309

Center for Applied Research in Education, Inc.
West Nyack,
New Jersey 10994

Charles E. Merrill Publishing Company
Division of Bell and Howell Company
1300 Alum Creek Drive
Columbus, Ohio 43216

Claremont Educational Resources
Post Office Box 998
Claremont, California 91711

Creative Publications
Post Office Box 10328
Palo Alto, California 94303

Creative Teaching Press, Inc.
5305 Production Drive
Huntington Beach, California 92649

The Education Center
Post Office Box 9753
Greensboro, North Carolina 27408

Educational Consulting Assocs. Inc.
3311 South Broadway
Englewood, Colorado 80110

Educational Technology Publications, Inc.
140 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Engine-Uity Ltd.
Post Office Box 9610
Phoenix, Arizona 85068

Fearon-Pitman Publishers, Inc.
6 Davis Drive
Belmont, California 94002

Florida State Department of Education
Right to Read Task Force
Tallahassee, Florida 32304

Good Apple Inc.
Post Office Box 299
710 Buchanan Street
Carthage, Illinois 62321

Goodyear Publishing Company
1640 Fifth Street
Santa Monica, California 90401

Grosset & Dunlap, Inc.
51 Madison Avenue
New York, New York 10010

Hart Assocs.
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New York, New York 10003

Hart Publishing Company, Inc.
15 West 4 Street
New York, New York 10012

Holbrook Publishers
Subsidiary of Allyn & Bacon
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Dallas, Texas 75247

Houghton Mifflin Company
2 Park Street
Boston, Massachusetts 02107

orders to: Wayside Road, Bulington, Massachusetts 01803

Ideal School Supply Company
11000 South Lavergne Avenue
Oak Lawn, Illinois 60453

Incentive Publications, Inc.
2400 Crestmoor
Nashville, Tennessee 37215

Individualized Books Publishing Company
Post Office Box 591
Menlo Park, California 94025

Instructo Corporation
Matthew & Cedarhollow Road
Paoli, Pennsylvania 19301

Instructor
Instructor Park
Dansville, New York 14437

Kendall/Hunt Publishing Company
2460 Kerper Blvd.
Dubuque, Iowa 52001

Macmillan Publishing Company, Inc.
866 Third Avenue
New York, New York 10022

orders to: Brown & Front Streets, Riverside, New Jersey 08075

Milliken Publishing Company
1100 Research Blvd.
St. Louis, Missouri 63132

National Education Association (NEA)
1201 16 Street N.W.
Washington, D. C. 20036

Parker Publishing Company
West Nyack,
New York 10960

Platts' Educational Service Company, Inc.
Box 219
Stevensville, Michigan 49127

Prentice-Hall Inc.
Englewood Cliffs,
New Jersey 07632

Rand Publishing Company
510 South Florence
Wichita, Kansas 67209

Scholastic Book Services
50 West 44 Street
New York, New York 10036

orders to: 906 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Shoe String Press, Inc.
995 Sherman Avenue
Hamden, Connecticut 06514

Standard Publishing Company
8121 Hamilton Avenue
Cincinnati, Ohio 45231

Trend Enterprises

orders to: local school supply dealer

Troubador Press
385 Fremont Street
San Francisco, California 94105

University Press of America
4710 Auth Place S.E.
Washington, D. C. 20023

Wake County Public Schools
Media Services
Post Office Box 28041
601 Devereaux Street
Raleigh, North Carolina 27611

Warner Paperback Library
75 Rockefeller Plaza
New York, New York 10019

Western Publishing Company, Inc.
850 Third Avenue
New York, New York 10022

orders to: Dept. "M", 1220 Mound Avenue, Racine, Wisconsin 53404

Wichita Public Schools
Murdock Teacher's Center
670 North Edgemon
Wichita, Kansas 67208

Wise Owl Publications
Post Office Box 3816
Los Angeles, California 90028

Wonder-Treasure Books Inc.
Division of Grosset & Dunlap, Inc.
51 Madison Avenue
New York, New York 10010

COMMERCIAL FIRMS SPECIALIZING IN LEARNING CENTER MATERIALS

CAPS Educational Materials (Cognitive Affective Psychomotor Skills).
Available from:
Thinking Caps, Inc.
Box 7239
Phoenix, Arizona 85017

Holiday Folder Factory (18 folder activities - complete with activity, directions, answers, etc.)
Available from:
The Learning Factory
Box 297
Clearwater, Kansas 67026
$7.95 + $2.00 postage

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We gratefully acknowledge the following people who shared their imaginations, talents, and time in the development of this curriculum guide.

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NOTES

EVALUATION

What do you think?

1. The learning center resource material, SCOOPS OF IDEAS, was developed to aide you in the development, organization, management and evaluation of individualized instruction utilizing learning centers in your classroom.

2. I teach the 1st _____ 2nd _____ 3rd _____ 4th _____ 5th _____ 6th_____
   Library Media Specialist _____ or other _____.

3. The learning center materials were:

   _____ easy to understand
   _____ fairly easy to understand
   _____ somewhat confusing
   _____ difficult to understand

4. The most useful aspect of the book was: _____
   _____
   _____
   _____

5. If I could rewrite or change the book, I would _____
   _____
   _____
   _____

_____
Name (if you wish to sign)

_____
Address

_____
City State Zip

Return to:
State Department of Education
Curriculum Section
Mary Reid, Curriculum Coordinator
2500 North Lincoln
Oklahoma City, OK 73105

I would like to share my most successful teaching activity:_____

_____

_____

_____

_____

_____

_____

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_____
Name (if you wish to sign)

_____
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